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ABSTRACT

The purpose of this study was to identify the career ladder needs of paraprofessionals as required by both California State and Federal educational mandates. Findings, gathered by questionnaires returned by 594 aides in seven southern and central Californian counties, are discussed in terms of the following: (1) personal characteristics; (2) working situation; (3) job satisfaction and career goals; (4) resources and support for career development; (5) perceived skills held and needed to be effective in the classroom; (6) attitudes regarding unionization; and (7) aides' perceptions of the linguistic and academic needs of limited English proficient and underachieving students at their school sites. The findings related to three critical issues in the professional development of paraprofessionals are also described: (1) the level of congruency between aides' perceptions of the skills needed to teach effectively, the skills suggested by legal requirements, and aides' assessments of their own skills; (2) the discrepancy between the perceived impact of paraprofessionals on students' skills and their own skill level, and how districts are addressing the need for inservice training and career ladder support; and (3) the attitudes of paraprofessionals toward unionization. Recommendations are made relating to: professional skill development; support systems in career ladder programs; unionization of paraprofessionals; and aides employed in bilingual, migrant, and Title I programs. Appended are materials giving more details on characteristics of aides in bilingual, migrant and Title I programs, a copy of the questionnaire, and a list of variables. (RDN)

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EDUCATIONAL CHARACTERISTICS OF PARAPROFESSIONALS IN SOUTHERN CALIFORNIA: A SURVEY OF THEIR CAREER LADDER NEEDS

PRINCIPAL INVESTIGATORS

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Prepared for the Paraprofessional Organization of California and the California Association for Bilingual Education

TABLE OF CONTENTS

		Page
	Preface	i
I.	Introduction	1
II.	Methodology	3
III.	Findings	
	Personal Characteristics	6
	Educational/Career Aspirations and Job Satisfaction	8
	Working Situation	11
	Skills Held and Skills Needed as a Paraprofessional	14
	Resources and Support in Professional Development	16
	Unionization and Union-Related Issues	19
	Needs of LEP Students as Perceived by Paraprofessionals	20
IV.	Findings Related to Three Issues in the Professional Development of Paraprofessionals	24
V.	Summary of Report	38
VI.	Recommendations	46
	Appendices	
	A. Characteristics of Aides in Bilingual, Migrant, and Title I Educational Programs	53
	B. Questionnaire	74
	C. List of Variables	84

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PREFACE

This report contains the findings of a study on paraprofessionals. There were two purposes of this study. The first, to provide data based on the characteristics of paraprofessionals working in special programs in the schools of Central and Southern California with respect to seven areas of interest. The second, was to use the data as a basis for making recommendations to school districts in their implementation of state and federal mandates regarding training and career ladder opportunities for paraprofessionals.

The significance of this study, in addressing the career ladder needs of paraprofessionals working in bilingual education programs can be dramatized in the staffing census report (R-30 Language Census. Part 5) prepared in the Spring of 1983 by the State Department of Education that indicates that 5,183 aides were assigned to teachers on waiver, and 12,577 were assisting teachers in other bilingual programs for a total of 18,154 bilingual aides employed in K-12 grade. This study also includes data on the career ladder needs of paraprofessionals working in Title I and Migrant Education programs.

The sample of this study consisted of 594 instructional and community aides employed in seven different counties in Central and Southern California. An eighty-five question survey was used to collect data. The survey focused on seven areas: (1) personal characteristics, (2) working situations, (3) job satisfaction and career goals, (4) resources and support for career development, (5) self perception of skills held and needed to be effective in the classroom, (6) attitudes regarding unionization, and (7) aides'

perceptions of the linguistic and academic needs of limited English proficient and underachieving students at their school sites.

The data were first analyzed using frequency distributions and descriptive statistics. Based on this analysis, the seven areas were examined in more detail: (1) relating to federal and state guidelines, (2) pertaining to qualifications and training of paraprofessionals, and (3) regarding state law in reference to collective bargaining for educational employees.

The findings for the whole sample in each of the seven areas are presented first. This is followed by the analysis of the three questions raised in the preliminary analysis. Appendix A provides a more detailed description of paraprofessionals working in three types of programs -- Bilingual, Migrant Education and Title I.

The summary section of this report provides an overview of the findings for each of the seven areas examined and an analysis of the three questions. The report concludes with specific recommendations for addressing the career ladder needs of paraprofessionals.

I

INTRODUCTION

During the last five years, the Paraprofessional Organization of California has been implementing inservice training for instructional and community aides throughout the State of California. The organizations goal is to stimulate career ladder opportunities for paraprofessionals in response to state and federal requirements.

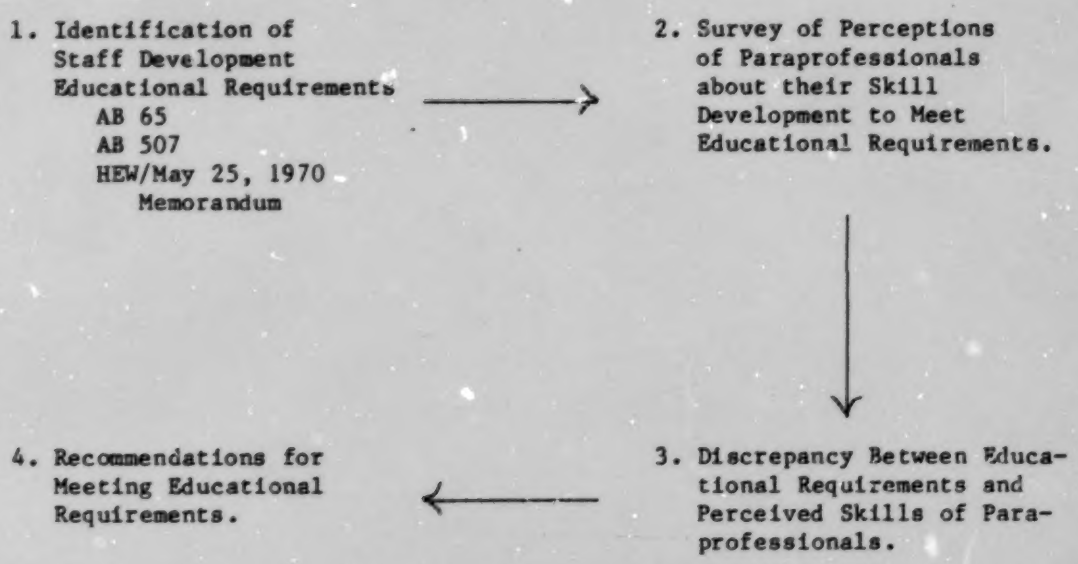
Educational mandates in the State of California require staff development programs. AB 65 legislation (1977) and AB 507 (1981) require staff development programs for teachers, other school personnel, and paraprofessionals (sect. 52019). AB 65 also specifies that if a school receives local, state, and federal categorical funds, the school plan based on the needs assessed shall include the following components (sect. 52170 and 5404.1):

> Teacher and aide preservice training which will identify and improve knowledge levels of each teacher and aide in teaching methodology and bilingual crosscultural philosophy and education.
>
> An assurance that all bilingual-crosscultural aides are provided the opportunity to enroll in a career ladder program.

Furthermore, with the passage of AB 507, the Bilingual Bicultural Education Act, the need for on-going training of paraprofessionals has been recognized. AB 507 calls for all bilingual-crosscultural aides to be provided the opportunity to enroll in a career ladder program leading toward a single or multiple subject teaching credential and a certificate of competence in bilingual-crosscultural education. At the federal level, the Lau v. Nichols Supreme Court Decision of 1974, the HEW May 25, 1970

Memorandum, and the HEW Task Force Remedies have also stressed the need to have paraprofessionals who are not only familiar with, but also competent and sensitive to the linguistic and academic needs of students.

In March of 1981, the Paraprofessional Organization of California approached the San Diego State University Institute for Cultural Pluralism (ICP) for assistance in identifying the career ladder needs of paraprofessionals. With the assistance of the SDSU National Origin Desegregation Lau Center the following framework was established to undertake this task:


1. Identification of Staff Development Educational Requirements
AB 65
AB 507
HEW/May 25, 1970 Memorandum
2. Survey of Perceptions of Paraprofessionals about their Skill Development to Meet Educational Requirements.
3. Discrepancy Between Educational Requirements and Perceived Skills of Paraprofessionals.
4. Recommendations for Meeting Educational Requirements.

Over the remainder of 1981, a questionnaire seeking to identify the career ladder needs of paraprofessionals and to collect information in several related areas was designed, field-tested, revised, and disseminated. The data from the questionnaire was then compiled and analyzed. This report presents the findings, along with recommendations, with the hope that it will be of value to the Paraprofessional Organization and school districts in their efforts to improve the quality of training and career ladder opportunities for all paraprofessionals in California.

II

METHODOLOGY

There were two purposes of this study. First, was to provide data based on the characteristics of paraprofessionals working in the field of education in Southern California with respect to seven areas of interest. Second, was to use the data as a basis for making recommendations to school districts in their implementation of state and federal mandates regarding the training and career ladder opportunities for paraprofessionals.

Subjects

The sample for this study consisted of 594 instructional and community aides. These paraprofessionals are employed in seven different counties in Central and Southern California. They also represent a variety of racial and ethnic groups. A more complete description of the subjects is presented in the first subsection of the presentation of the findings.

Instrument

The instrument used was an eighty-five question survey. The questions focused on the following areas: 1) personal characteristics, 2) working situation, 3) job satisfaction and career goals, 4) resources and support for career development, 5) self perception of skills held and needed to be effective in the classroom, 6) attitudes regarding unionization, and 7) aides' perceptions of the linguistic and academic needs of limited English proficient (LEP) and underachieving students at their school sites. A copy of this questionnaire is in Appendix B, and a list of the variables analyzed is in Appendix C.

Procedures

This research study began when the officers of the Paraprofessional Organization requested assistance from the Institute for Cultural Pluralism (ICP) to survey their members and other paraprofessionals who attend their conferences, in order to better serve and represent them.

Six hundred copies of the questionnaire were distributed at two paraprofessional conferences in the San Diego and San Bernardino counties. An additional 1,400 copies were mailed to paraprofessionals in southern and central California counties. The 594 responses represent a return rate of 29.7%.

The data were first analyzed using frequency distributions and descriptive statistics. Based on this preliminary analysis, three questions were examined in reference to: (1) federal and state guidelines, (2) qualifications and training of paraprofessionals, and (3) state law pertaining to collective bargaining for educational employees. In this analysis, crosstabulations were used in addition to other descriptive procedures.

The findings for the whole sample in each of the seven areas in the instrument are presented first. This is followed by the analysis of the three questions raised in the preliminary analysis. The report concludes with a summary and recommendations. A more detailed description of paraprofessionals working in Bilingual, Migrant and Title I programs is found in Appendix A.

Limitations

Three limitations restrict the generalizability of the findings from this research study. First, after the data was collected and the analysis begun, it became apparent that clarification was needed regarding the term

"primary language of instruction." Although intended to indicate instruction in a language other than English, this term seems to have been interpreted in a variety of ways including whatever language the child speaks first, i.e., English as well as Spanish. Therefore, findings related to variables that include this term may be somewhat confounded.

The second limitation is based on the omission of a question asking paraprofessionals about their level of fluency in a language other than English. Although this data would have been valuable when interpreting the findings, a decision was made to omit this question because of the relatively limited state of the art for determining language proficiency, especially of paraprofessionals. Because of the various criteria and cut-off points (e.g., FSI scale) used by different districts, this data would have been inconsistent and confusing.

The third limitation arose because of the disproportionate sizes of the subgroups based on ethnicity, program type, and program level. This limited the type of analysis that was appropriate; thus, it was not possible to make across group comparisons based on any of the variables in the questionnaire.

III

FINDINGS

Personal Characteristics

Data were collected that describe personal characteristics of the 594 persons surveyed. Eleven questions asked about: (1) county where the aide is employed, (2) sex of the aide, (3) employment as an instructional or community aide, (4) number of years of employment, (5) ethnic background, (6) years of schooling completed, and (7) stress in the paraprofessionals' marriage, parent-child relationships, workplace, community.

The sample represents the opinions of 594 instructional and community aides. These paraprofessionals reside in seven different counties in Southern and Central California (San Diego, San Bernardino, Riverside, Los Angeles, Orange, Fresno/Tulare). These seven counties contain 80% of California's student population. Table 1.1 shows the number of years respondents have been employed as aides.

Table 1.1 Distribution of Respondents by Years Employed

Years	Absolute Frequency	Relative Frequency
0 to 2 years	236	39.7%
3 to 5 years	178	29.9%
6 to 8 years	105	17.6%
9 to 11+ years	53	9.0%
Missing	22	3.8%
Total	594	100.0%

Of the 594 respondents, 94.9% are female and 4.9% are male with 0.2% not indicating gender. The respondents are employed as either instructional

aides, 91.8%, or as community liason aides, 7.1%, with 1.2% not indicating the type of aide position they hold.

The respondents are drawn from a variety of ethnic backgrounds. The frequency distribution of ethnic background is shown in Table 1.2

Table 1.2 Frequency of Respondents by Ethnicity

Ethnicity	Absolute Frequency	Relative Frequency
Anglo	162	27.3%
Asian	19	3.2%
Black	34	5.7%
Hispanic	333	56.1%
Other	35	4.2%
Missing	11	3.5%
Total	594	100.0%

Although the number of years of schooling completed by the respondents varies, 51.1% have completed at least one year of college. More specifically, the distribution of aides completing K to 6th grade - 0.3%, 7th to 9th grade - 2.4%, 10th to 12th grade - 43.6%, 1st to 2nd years of college - 35.0%, 3rd to 4th year of college - 11.4%, B.A. - 3.4%, M.A. - 1.3%, and 2.5% who did not indicate the amount of schooling they have completed.

Finally, in relation to the amount of stress the respondents are experiencing due to their work, Table 1.3 presents these findings.

Table 1.3 Stress Experienced by Paraprofessionals

Locus of Stress	Not Stressful	Slightly Stressful	Moderate Stress	Very Stressful	Extremely Stressful	Missing Cases
Husband-Wife Relationship	363 61.1%	58 9.8%	34 5.7%	19 3.2%	12 2.0%	108 18.2%
Parent-Child Relationship	377 63.5%	39 6.6%	35 5.9%	25 4.2%	8 1.3%	110 18.5%
Workplace	365 61.4%	64 10.8%	36 6.1%	21 3.5%	13 2.2%	95 16.0%
Community	426 71.7%	25 4.2%	19 3.2%	18 3.0%	10 1.7%	96 16.2%

The respondents in all of the four areas reported minimal stress, with no more than 11.8% of the aides reporting moderate to extremely stressful conditions in any category.

Educational/Career Aspirations and Job Satisfaction

Data were gathered relating to paraprofessionals': (1) view of the importance of college attendance, (2) educational and career aspirations, (3) enrollment in higher education and teacher education programs, (4) perceptions of their impact on the school setting in which they are employed, and (5) level of job-status satisfaction.

Over 50.0% of the sample consider going to college very or extremely important, increasing to 73.2% when those who consider it moderately important are included. The complete frequency distribution is shown in Table 2.1.

Table 2.1 Importance Placed on Going to College

Level of Importance	Absolute Frequency	Relative Frequency
Not At All Important	46	7.7%
Somewhat Important	83	14.0%
Moderately Important	117	19.7%
Very Important	154	25.9%
Extremely Important	164	27.6%
Missing	30	5.1%
Total	594	100.0%

Paraprofessionals in this sample are enrolled in higher education programs in community colleges, state universities, U.C. campuses, and in a private college; however, only 20.0% of the sample are so enrolled.

Table 2.2 reflects enrollment in different kinds of higher education programs and specifically in teacher training programs.

Table 2.2 Involvement of Paraprofessionals in Higher Education Programs

Enrolled in Higher Education Programs		Enrolled in Teacher Education Programs	
Com. College	82		
State Univ.	31		67
U.C. System	5		
Priv. College	1		
Total	119	Total	67
Sample %	20.0	Sample %	11.3

Over 68% of the respondents who are enrolled in higher education are enrolled in community colleges. While 20.0% of the sample are enrolled in higher education, only 11.3% are directly involved in teacher training programs. Thus, 88.7% of the sample are not involved in teacher training, and 80.0% are not involved in higher education.

When asked about their level of interest in becoming a teacher, slightly over 53.0% expressed moderate to extreme interest. More specifically, 20.5% expressed no interest, 15.3% slight interest, 23.1% moderate interest, 14.6% very interested, 16.2% extreme interest, and 9.3% did not respond.

Regarding their interest in teaching credentials, 61.6%(366) of the sample responded by indicating an interest in a teaching credential. Of those responding, Table 2.3 shows the number of persons interested in different credentials.

Table 2.3 Credential Interests

Bilingual Credentials		Monolingual Credentials	
Multiple Subjects	106	Multiple Subjects	114
Single Subject	30	Single Subject	18
Bilingual Specialist	32	Special Education	27
		Reading	16
		Other	23
total	168	total	198

In asking paraprofessionals to evaluate their own impact on the school setting in which they work, questions addressed their impact in four areas. (1) students' self-concept, (2) students' skills, (3) teachers' effectiveness, and (4) community involvement. Table 2.4 presents their self-evaluations.

Table 2.4 Summary of Paraprofessionals' Perceptions of Their Impact on Their School Settings

Area of Impact	No Impact	Low Impact	Medium Impact	High Impact	Missing Cases	Total
Students' Skills	8 1.3%	28 4.7%	187 31.5%	290 48.8%	81 13.6%	594 100%
Students' Self-Concept	9 1.5%	22 3.7%	176 29.6%	302 50.8%	85 14.3%	594 100%
Teachers' Effectiveness	17 2.9%	32 5.4%	168 28.3%	281 47.3%	96 16.2%	594 100%
Community Involvement	96 16.2%	97 16.3%	152 25.6%	129 21.7%	120 20.2%	594 100%

Overall, paraprofessionals feel that they are having a positive impact on the educational settings in which they are employed. Over 47% of the aides feel they are having a high impact on students' skills and self-concept, and/or teacher effectiveness, while less than 22% feel they are having the same level of impact on community involvement.

Finally, regarding their level of job status satisfaction, over 50% indicate that they are very to extremely satisfied in their work. Specifically, 7.1% indicate that they are not at all satisfied, 11.3% slightly satisfied, 28.8% somewhat satisfied, 33.5% very satisfied, 17.1% extremely satisfied, and 3.2% did not indicate their level of satisfaction.

Working Situation

Data were collected that describe the situations in which paraprofessionals are employed. Specifically, questions examined: (1) types of programs in which they are employed, (2) program levels, (3) number of hours worked daily, (4) who plans the aides' activities, and (5) fraction of time instructional aides spend on different tasks.

Slightly over 77.0% of the respondents are employed in one of three programs: Bilingual programs 37.7%, Title I programs 30.6%, and Migrant Education programs 9.4%. The remaining 16.3% are employed in State and federal categorical programs such as: Miller-Unruh, ESAA Desegregation, Special Education, School Improvement, and other programs, and 5.9% did not indicate the type of program in which they are employed. Overall, more than 75% of the persons employed in these programs work with language minority students.

As to the level at which the respondents are employed, 66.2% are employed at the elementary level, 11.4% at junior high, 16.0% at senior high, 4.5% at other levels, and 1.9% did not indicate any level.

With respect to the hours that they work daily, 37.9% of the respondents report working full-time(6 hours or more daily); 32.2% work from 4 to less than 6 hours daily; 27.1% work less than 4 hours daily; and, 2.8% did not indicate any time.

When asked who plans their activities, 19.7% of the respondents report that they plan their activities alone. Table 3.1 shows how planning occurs for the aides in this sample.

Table 3.1 Who Plans the Aides' Activities

Who Plans	Absolute Frequency	Relative Frequency
Teacher and Aide Together	319	53.7%
Aide Alone	117	19.7%
Teacher Plans for the Aide	96	16.2%
Aide Plans Alone & with Teacher	28	4.7%
Missing	34	5.7%
Total	594	100.0%

Finally, respondents were asked to estimate the fraction of time that they spend daily on six different activities. These findings are shown in Table 3.2.

Table 3.2 Time Spent by Instructional Aides on Six Different Activities

	Fraction of Time						
Activities	0	Less than 1/4	1/4	1/2	3/4	More than 3/4	Missing Cases
Clerical Tasks	46 7.7%	219 36.7%	160 26.9%	88 14.8%	20 3.4%	31 5.2%	31 5.3%
Primary Lang. Ins.	195 32.8%	92 15.5%	67 11.3%	103 17.3%	57 9.5%	39 6.5%	41 6.9%
ESL	216 36.4%	83 14.0%	67 11.3%	82 13.8%	46 7.7%	51 8.6%	49 8.2%
Small Grp. Ind. Ins.	15 2.5%	43 7.2%	47 7.9%	117 19.7%	126 21.2%	207 34.8%	39 6.6%
Trans-lating	263 44.3%	179 30.1%	54 9.1%	30 5.0%	6 1.0%	20 3.4%	42 7.1%
Inter-preting	266 44.8%	166 27.9%	50 8.4%	34 5.7%	11 1.9%	22 3.7%	45 7.6%

Of the six categories, small group and individual instruction is the only activity on which over 75% of the respondents spend more than 1/2 of their time. For all other activities, a majority of aides spend 1/4 or less of their time. Proportionately, the tasks that aides tend to spend up to 1/2 of their time on are clerical tasks, primary language instruction, and ESL instruction. The tasks that aides spend less than 1/4 of their time on are translating or interpreting. If one considers the proportion of people who spend 1/2 or more of their time on each kind of activity, 33.3% spend this amount on primary language instruction and 30.1% on ESL instruction as compared to 23.4% who spend it on clerical tasks, 11.3% on interpreting, and 9.4% on translating.

Skills Held and Proficiencies Needed by Paraprofessionals

Data were collected that: (1) reflect the aides' self-assessment of their skill levels in relation to the levels needed to be effective in the classroom, and (2) indicate the necessary level of proficiency in the ten skill areas, regardless of their own level.

Table 4.1 shows a distribution of the findings from the first set of questions, pertaining to the skill level held by the respondents in relation to the level needed to teach effectively. The percentages represent proportions of the number of respondents to each question, i.e., missing cases are not included. Across the ten different skill areas, the respondents who indicated that they have many skills was no greater than 32.9%. Teaching primary language reading was the skill area in which the highest proportion of aides, 32.9%, reported having many skills, while multicultural teaching strategies was the area in which the lowest proportion, 13.5%, reported having many skills. This leaves between 67.1% and 86.5% reporting that they have no to some skills in the ten skill areas.

Table 4.1 Percentage Distribution of Instructional Aides Self-Assessment of their Skill Level in Relation to the Level Necessary for Effective Teaching

Teaching Skill Areas	% Having No to Some Skills	% Having Many Skills	% Missing Cases
Lesson Planning	73.5	26.5	13.6
English as a Second Language	74.3	24.7	13.3
L_1 Language Arts	77.5	22.5	15.1
Oral Lang. Dev.	70.3	29.7	12.4
Reading Readiness	71.1	28.9	12.4
L_1 Reading	67.1	32.9	14.5
L_2 Reading	74.4	25.6	17.6
L_1 Math	71.6	28.4	14.3
L_1 Science	85.5	14.5	16.4
Multicultural Teach. Strat.	86.5	13.5	15.4

In Table 4.2 the respondents' perceptions of the level of proficiency needed by an instructional aide to be effective in the classroom is shown. Again, the percentages represent proportions of the number of respondents to each question. English Reading is considered to be most important with 82.0% of the respondents to this question indicating that proficiency to superior proficiency is needed. This contrasts with the 58.1% who think that this skill level is needed for lesson planning. Overall, over 58% of the respondents indicated that in all of the ten skill areas proficient to superior proficiency is needed to be effective in the classroom.

Table 4.2 Percentage Distribution of Levels of Proficiency Needed to be Effective in the Classroom

Teaching Skill Area	Desired Level of Proficiency: % Limited to Basic	% Proficient to Superior	% Missing Cases
Lesson Planning	41.9	58.1	13.3
English as a Second Language	30.3	69.7	17.8
Lang. Arts in L_1	27.0	73.0	16.8
Oral Lang. Devel.	22.8	77.2	14.3
Read. Readiness	21.0	79.0	15.7
Reading in L_1	22.9	77.1	17.3
Reading in L_2	18.0	82.0	14.7
Math. in L_1	23.5	76.5	11.8
Science in L_1	28.9	71.1	16.7
Multicultural Teach. Strat.	33.6	66.4	17.8
Mean	27.0	73.0	

Resources and Support in Professional Development

Data were gathered about the kinds of resources that school districts provide paraprofessionals for development of skills and to support their interests and efforts in becoming teachers. The first set of questions examined general services, explored such as information, inservice, and financial support. The second set explored specific kinds of inservice. Table 5.1 shows the frequency of general types of support given to paraprofessionals.

Table 5.1 General Types of Support

Type of Inservice	Never	Seldom	Fairly Often	Often	Missing Cases
Teacher Training Program Information	183 30.8%	125 21.0%	116 19.5%	67 11.3%	103 17.3%
Inservice Classes After Work	219 36.9%	79 13.3%	79 13.3%	53 8.9%	164 27.6%
Inservice Classes on Release Time	250 42.1%	72 12.1%	45 7.6%	57 9.6%	170 28.6%
Financial Support	287 48.3%	53 8.9%	40 6.7%	27 4.5%	187 31.5%

From Table 5.1 it can be seen that a low proportion of respondents, between 4.5% and 11.3%, are often receiving any of the four kinds of support services. The most common service provided is teacher training program information; however, only 30.8% of the respondents report receiving this type of information often or fairly often. Only 22.2% report receiving inservice after work often, or fairly often, while 17.2% report receiving inservice during release time this frequently. Finally 11.2% of the respondents report receiving financial support often or fairly often. Overall, at least 57.2% receive support services seldom or never in any of the four categories.

Awareness of potential sources of financial support is low among the respondents, with 51.5% being unaware of any sources, 16.3% being slightly aware, 10.1% being somewhat aware, 7.9% being moderately aware, 6.2% being very aware, and 7.9% who did not indicate their level of awareness.

Table 5.2 presents the findings to a second set of questions that asks about the frequency with which aides are provided inservice in six areas.

Table 5.2 Frequency of Different Kinds of Inservice Provided by School Districts

Subject of Inservice	Never	Seldom	Fairly Often	Often	Very Often	Missing Cases
Primary Lang. Methods	139 23.4%	134 22.6%	137 23.1%	70 11.8%	28 4.7%	86 14.5%
ESL Methods	162 27.3%	122 20.5%	124 20.9%	57 9.6%	22 3.7%	107 18.0%
Content Areas	216 36.4%	128 21.5%	95 16.0%	33 5.6%	11 1.9%	111 18.7%
Discipline	129 21.7%	173 29.1%	118 19.9%	58 9.8%	23 3.9%	93 15.7%
Bilingual Ed. Philosophy	193 32.5%	122 20.5%	95 16.0%	50 8.4%	22 3.7%	112 18.9%
Clerical Skills	233 39.2%	156 26.3%	56 9.4%	42 7.1%	15 2.5%	92 15.5%

When considering the respondents who receive inservice in these skill areas often or very often, the highest proportion receive primary language methods. This finding is consistent when those who receive inservice fairly often to often are also considered. Using the same categories, those who receive inservice fairly to very often, the lowest proportions are in the area of clerical skills and bilingual education philosophy. Again, between 46.0% and 65.5% never or only seldomly receive inservice in any of the six skill areas.

The final question in this area asked paraprofessionals to what degree they feel their school environment is supportive of their efforts. Of the respondents, 42.3% report that their environment is always supportive, 27.8% usually supportive, 12.6% somewhat supportive, 8.2% slightly supportive, 3.2% not at all supportive, and 5.9% who did not indicate their level of school support.

Unionization and Union-Related Issues

Paraprofessionals were asked about their ideas and attitudes toward unionization. Specifically, they were asked: (1) how strongly they feel a union for paraprofessionals is needed; (2) the degree to which they favor the hiring of full-time instructional aides if it means the total number of aides hired will be lower than when part-time aides were employed; and, (3) the degree of importance they attach to various, potential union negotiating items.

Of the total sample, 14.8% feel no need for a union, 10.4% a slight need, 21.7% a medium need, 23.2% a strong need, 22.4% a very strong need, and 7.4% did not indicate their feeling regarding a union. Therefore, when those who expressed a medium to very strong need for a union are considered, 67.3% so indicated.

The second question examined the issue of hiring aides on a full-time basis. Many districts hire aides for less than full-time because they do not have to pay for health benefits, thus allowing districts to hire more aides for the same amount of money. This question asked paraprofessionals, given the probable reduction of the total number of aide positions in a district where aides are hired full-time, how strongly they would favor full-time hiring. Of the respondents, 28.3% strongly favor this position, 27.9% favor it, 21.0% somewhat favor it, 9.4% oppose it, 4.4% strongly oppose it, and 8.9% did not indicate their position.

Respondents were asked how important they consider union negotiations for the six items related to their working conditions. Their opinions regarding the six items are shown in Table 6.1.

Table 6.1 Perceived Importance of Potential Union Activities

Union Negotiations of	Not Important	Slightly Important	Somewhat Important	Very Important	Missing Cases
Health Benefits	18 3.0%	36 6.1%	114 19.2%	338 56.9%	88 14.8%
Hourly Wages	19 3.2%	40 6.7%	111 18.7%	339 57.1%	85 14.3%
Career Ladder	24 4.0%	36 6.1%	124 20.9%	318 53.5%	92 15.5%
Hours of Employment	22 3.7%	39 6.6%	126 21.2%	314 52.9%	85 15.7%
Program Placement	28 4.7%	48 8.1%	147 24.7%	272 45.8%	99 16.7%
Staff Dev.	26 4.4%	62 10.4%	150 25.3%	255 42.9%	101 17.0%

Over 42.9% of the respondents consider all of the potential union functions listed above as very important. For the areas of health benefits, hourly wages, career ladder opportunities, and hours of employment, over 52.9% indicated these to be very important; and, although support for negotiations of program placement and staff development have the lowest level of support, still over 42% of the respondents consider these potential negotiations to be very important. Finally, when the percentage of respondents who rate the six potential items as either somewhat or very important are included, these people represent over 68% of the respondents.

Needs of LEP Students as Perceived by Paraprofessionals

In this section, paraprofessionals were asked their opinions on the following question: What do you perceive is needed to address the linguistic and academic needs of LEP and underachieving students at your school site?

The findings to this open-ended question are presented in Table 7.1. The responses indicating the same idea having been clustered, such that the 594 responses fall into sixteen categories.

Table 7.1 Responses of Instructional Aides Regarding Needs of LEP and Underachieving Students at Their School Site

Cluster Responses	Number of Responses	% of Total Responses	Cumulative % of Responses
1. Better and Appropriate Staffing	236	39.8	39.8
2. Need to Group LEP/NEP Students	89	15.0	54.8
3. Enough Is Being Done for LEP/NEP Students	66	11.1	65.9
4. Need More Materials and Equipment	62	10.4	76.3
5 Need for More and Better Training	39	6.5	82.8
6. Need to Teach English/ Too Much Spanish Spoken in Classroom	23	3.9	86.7
7. Students Good Self-Image Is Very Important	15	2.6	89.3
8. Need Title VII/ Bilingual Programs	11	1.9	91.2
9. Parents Need to Be More Involved in Students Education/School	11	1.9	93.1
10. Need More Money for Programs	11	1.9	95.0
11. Students Should Do Their Work in Classroom	8	1.3	96.3
12. Too Much Time Spent Making Crafts	4	0.6	96.9
13. LEP/NEP Need to Be Part of School Student Body	4	0.6	97.5
14. More Oral Language	4	[illegible].6	98.1
15. Back to Basics	4	0.[illegible]	98.7
16. Nothing Specific	7	1.2	99.9
Total	594	100.0%	100.0%

The 594 cluster responses suggest that there are five opinion statements that constitute 82.8% of all responses. Four of the five areas are concerned with staff and program needs, with the fifth area being the statement that "enough is being done for LEP/NEP students." The cluster of responses with the highest frequency, 39.8%, is concerned with the "need for better and appropriate staffing." It is followed by the "need to group LEP/NEP students" with 15.0%. The third most common response expresses that "enough is being done for LEP/NEP students" with 11.1% of the responses. It is followed by the "need for more materials and equipment" with 10.4%, and the "need for more and better training" with 6.5%. The remaining 16.2% of all the responses are classified into eleven other cluster opinion statements.

Table 7.2 shows a further analysis of the top five opinion statements. In this table, the number of instructional aides expressing a given opinion is separated into the aides' ethnic backgrounds. The Hispanic respondents

Table 7.2 Top Five Cluster Statements by Respondent's Ethnicity

	# of Responses	Ethnicity				
		Anglo	Asian	Black	Hispanic	Other
1. Better and Appropriate Staffing	236	35	8	8	185	0
	100%	14.7%	3.2%	3.2%	78.6%	0
2. Need to Group LEP/NEP Students	89	42	4	8	31	4
	100%	47.8%	4.3	8.6	34.7%	4.3
3. Enough is Being Done for LEP/NEP Students	66	50	0	0	12	4
	100%	76.4%	0.0%	0.0%	17.6%	5.8%
4. Need More Materials and Equipment	62	4	8	4	38	8
	100%	6.2%	12.4%	6.2%	62.5%	12.4%
5. Need for Better and More Training	39	27	0	4	8	0
	100%	70%	0%	10%	20%	0%

(62 to 78% of the total) felt the greatest needs were for better staffing and more materials. In contrast, the Anglos (70%) felt that better training was needed but 76.4% of them felt that enough was being done for LEP/NEP students.

IV

FINDINGS RELATED TO THREE ISSUES IN THE PROFESSIONAL DEVELOPMENT OF PARAPROFESSIONALS

In the first part of this study, data were presented which examined paraprofessionals' career aspirations, the inservice and professional support they receive from their school districts, their self-assessment of teaching skills, their opinions of the skill level needed to teach effectively, and their attitudes toward unionization. Based on these data, three questions have been raised for further analysis. They are:

1. Given the legal requirements of AB 65, AB 507, and the HEW May 25, 1970 Memorandum which directly involve paraprofessionals in an instructional role, how congruent are the aides' perceptions of the skill level needed to teach effectively with the skill level implied by the legal requirements and with their self-assessments of their own skill levels?

2. Given the need for paraprofessional career ladder opportunities, what is the discrepancy between the perceived impact paraprofessionals have on student skills and their skill level and how are districts addressing the need for inservice training and actual career ladder support for aides?

3. Given the legal support in the State of California for collective bargaining that is found in the State Employer Employee Relations Act and the Educational Employment Relations Act, what are the thinking and attitudes of paraprofessionals toward unionization?

Question One

The legal requirements cited above suggest that paraprofessionals should have a basic proficiency in their teaching skills. Table 9.1 responds to the part of the question regarding the congruency between the level of proficiency which is suggested by legal requirements and the level of proficiency which aides think is needed to teach effectively. Table 9.1 shows a comparison of the percentages of respondents who agreed with the suggested level of proficiency, who indicated a higher level is needed, and who indicated a lower level is needed.

Table 9.1 A Comparison of Proficiency Standards Suggested by Legal Requirements and by Paraprofessionals

Teaching Skill Area	# Resp. % Sample	% For Legal Requirements: Proficiency	% For Standard Above Prof.	% For Standard Below Prof.
1. ESL	488 82.1	42.4	27.4	30.3
2. L_1 Language Arts	493 82.9	50.1	22.9	27.0
3. Oral Lang. Dev.	509 85.6	46.6	30.6	22.7
4. Reading Readiness	500 84.1	48.8	30.2	21.0
5. L_1 Reading	490 82.4	45.9	31.2	22.9
6. English Reading	506 85.1	43.5	38.5	18.0
7. L_1 Math	494 83.1	46.0	30.5	23.5
8. L_1 Science	494 83.1	47.2	23.9	29.0
9. Mult. Teach. Strat.	488 82.1	40.6	25.9	33.6
Mean		45.7	29.0	25.33

Across the nine teaching areas, there is considerable congruence between the proficiency level suggested by legal guidelines and requirements and the opinions of paraprofessionals as to the level needed to teach effectively. An average of 45.7% agreed that proficiency is the level needed. However, an average of 29.0% indicated a higher level--superior to advanced proficiency--is needed, while an average of 25.33% suggested that a lower level--limited to basic proficiency--is sufficient.

The teaching skill area in which the highest proportion of respondents felt the legal requirement are inadequate is reading for which 38.5%

indicated that advanced to superior proficiency is needed. In contrast, in the area of Multicultural Teaching Strategies, 33.6% stated that a standard lower than the proficiency requirement is sufficient to be effective.

The second part of the first question pertains to the congruence between the skill levels that the respondents indicated are needed and the levels at which they assessed their own skills. In considering how closely the skill level of these paraprofessionals matches with their perceptions of what is needed, the criteria of minimum proficiency is used because it is the level suggested by legal requirements. Thus, Table 9.2 compares the percentage of the sample who indicated that Proficiency, Superior Proficiency or Advanced Proficiency are needed to teach effectively with the percentage who stated that they have Many Skills, suggesting that they do have Proficiency to Advanced Proficiency in a given teaching skill area.

Table 9.2 Comparison of Percentage of Paraprofessionals Indicating Proficiency to Superior Proficiency is Needed with Percentage Assessing Themselves at this Level

Skill Area	% of Sample Indicating Proficiency to Superior Proficiency is Needed	% Indicating Proficiency to Superior Prof. in Skill Areas
1. English Reading	67.8	23.7
2. Reading Readiness	64.3	30.3
3. Oral Language Dev.	64.0	31.3
4. L_1 Reading	61.6	32.0
5. L_1 Math	61.8	28.6
6. L_1 Language Arts	58.4	22.7
7. L_1 Science	57.4	14.0
8. ESL	55.1	25.4
9. Multicultural Teach. Strat.	53.0	13.0

Table 9.2 shows that paraprofessionals have high standards about the skill levels needed to teach effectively. However, with over 53% indicating that proficiency to superior proficiency is needed, for all skill areas, no more than 32.0% of the aides meet their own expectations. The areas of greatest discrepancy are English reading, primary language, science, and multicultural teaching strategies. The findings presented in Tables 9.1 and 9.2 suggest that paraprofessionals have strong expectations about the skill levels they need to be effective, while indicating that no more than 32.0% in any one skill area are proficient in that given skill.

Question Two

The second question addresses two issues, (1) the perceived impact paraprofessionals have on student skills and their skill level, and (2) how districts are addressing the need for inservice training and career ladder support for aides.

First, as school districts hire paraprofessionals to meet their legal responsibility in addressing the educational needs of ethnolinguistic minority students in California, a major effort has been to hire aides with competencies that meet the needs of students. Yet the data of this survey suggests that there is a discrepancy between the aides' perceptions of their effect on student skills and their opinions over their own skill level in nine content areas. Generally, it is assumed that if aides have a high impact on student skills, districts need only to reinforce the activities that aides are performing to maintain their own skills. However, the opinions of aides fail to support this assumption. As school districts provide aides with career ladder opportunities and/or inservice training, there is a need to assess separately the effectiveness of training, the

quality of training/inservice, the aide's perception of how the skill will improve students' performance, and the aides actual level of competency. Such discrepancy can be seen in Table 9.3. That table examines the nine content skill areas in which paraprofessionals should have basic proficiency, as based on the legal requirements under AB 65, AB 507 the HEW May 25, 1970 Memorandum, and the Lau v. Nichols Supreme Court decision of 1974.

Table 9.3 Relationship Between Aides Indicating High Impact on Students' Skills and Their Skill Level in Nine Skill Areas

Skill Area	# Resp.	Aides Indicating High Impact on Stud. Skls.	Skill Level		Signif. at .05 Level or Greater
			No-Few Some Skills	Many Skills	
1. ESL	474	57.0	68.1	31.9	.0007
2. Lang. Arts in L_1	467	57.0	71.1	28.9	.0005
3. Oral Lang. Develop.	481	56.5	61.4	38.6	.0000
4. Reading Readiness	481	57.2	62.5	37.5	.0000
5. Reading in L_1	469	56.5	59.6	40.4	.0000
6. Reading in L_2	452	56.9	68.9	31.1	.0004
7. Math in L_1	472	56.6	64.0	36.0	.0044
8. Science in L_1	461	56.3	81.9	18.1	.0001
9. Mult. Teach. Strat.	465	56.3	83.6	16.4	.0197
Mean	469.6	56.7	68.75	31.25	

The data in Table 9.3 suggest that while an average 56.7% of aides (mean sample size of 469) across nine skill areas feel they have a high impact on students' skills, an average of less than one third reported having many skills. An average of 68.7% report having no to some skills, making the need for skill development in each of the nine areas imperative.

The five skill areas which appear to need the most development, based on the percentage of aides reporting no to some skills are: (1) Multicultural Teaching Strategies (83.6%), (2) Science in the Primary Language (81.9%), (3) Language Arts in the Primary Language (71.1%), (4) Reading in the Second Language (68.9%), and (5) English as a Second Language (68.1%).

Another related area of discrepancy is in the use of aides to meet the short term needs of more teaching staff who can work closely with small groups of students. Once again, a further analysis of the data with respect to aides who feel they have a high impact on students' skill is found in Table 9.4. This Table shows the relationship between the type of program in which aides are employed and the amount of time that they spend working with individuals and small groups of students, while controlling for perceived level of impact so that all respondents indicated having a high impact.

Table 9.4 - Relationship Between Aides Who Indicated Having a High Impact on Students' Skills, the Type of Program, and the Fraction of Time Spent with Individuals and Small Groups

	1/4 or Less	1/2	3/4 or More	Row Total
Bilingual	13 12.1%	22 20.6%	72 67.3%	107 38.1%
Migrant Ed.	3 9.7%	4 12.9%	24 77.4%	31 11.0%
Title I	7 9.7%	16 18.0%	66 74.2%	89 31.6%
Other	5 9.3%	9 16.7%	40 74.1%	54 19.2%
Column Total	28 10.0%	51 18.1%	202 71.9%	281 100.0%

The data in Table 9.4 suggest that 71.9% of the 281 aides, who indicated having a high impact on students' skills, spend 3/4 or more of their time working with individuals and small groups. While the data does not provide information as to what these aides actually do with students, this group of aides previously indicated that an average of 68.7% of them have no to some skills in the nine skill areas. This finding again indicates the need for inservice training in the nine skill areas.

The findings suggest that there is a discrepancy between aides working closely with small groups of students and having the necessary skills to affect their learning seriously. The need definitely is present for districts to provide effective and comprehensive experiences/inservice training to aides in the nine skill areas, if aides are to meet the short term needs of credentialed staff.

The second part of the question pertains to the degree to which school districts provide paraprofessionals with inservice training and the effectiveness of the training. The survey found that while no more than 39.6% of the aides are fairly often to very often provided inservice in any one skill area, the effectiveness of the training for the aides seems questionable. An example of this concern is found in the districts providing primary language (L_1) inservice to aides in the content areas of Language Arts, Reading, Science, and Math. Table 9.5 shows the percent of aides who are often inserviced in primary language instruction, who also indicate that they have from no to some skills or many skills in each of the four skill areas.

Table 9.5 Relationship Between Aides Often Provided with Primary Language (L_1) Inservice and Aides who Indicate Having No to Many Skills in Four Selected Skill Areas

	Skill			
	Lang. Arts in L_1	Reading in L_1	Science in L_1	Math in L_1
No Skills to Some Skills	157 73.0%	134 62.3%	174 83.7%	148 68.8%
Many Skills	58 27.0%	81 37.7%	34 16.3%	67 31.2%
Total Respond.	215	215	208	215
% of Total Sample	36.2%	36.2%	35.0%	36.2%

Table 9.5 suggests that while no more than 36.2% of the aides are often provided with L_1 Inservice, of those who do receive this training no more than [illegible]% indicate they have many skills in any of the four skill areas. Hence, the L_1 inservice provided by districts for aides needs to be examined for its effectiveness in developing aides' skills in the four content areas.

The same pattern described above exists for the skill level of aides who are often inserviced in teaching ESL by type of program employed. Table 9.6 shows that proportionately more aides who work in Migrant Education programs report having many skills in teaching ESL than in any other program. However, only 185 of 594 (31.1%) aides are often provided with inservice in ESL and of those only 34.1% report having many skills. Thus, while 68.9% of the sample do not often receive inservice in teaching ESL, of those who are often inserviced 65.9% have only limited skills, suggesting a strong need for skill development in this area.

Table 9.6 Relationship Between Type of Programs, Aides Indicating Often Inserviced in ESL and Aides Perceived Skills in ESL

Type of Program	Skills in ESL: No to Some	Many	Row Total
Bilingual	60.5% 63	39.5% 41	56.2% 104
Migrant Education	55.5% 10	44.5% 8	9.7% 18
Title I	87.8% 36	12.2% 5	22.1% 41
Other	59.1% 13	40.0% 9	11.8% 22
% Total	65.9% 122	34.1% 63	100% 185*

*Missing cases 409 (68.9%)

With regard to the current status of career ladder programs for paraprofessionals, two kinds of data are included. The first is information about the people who are interested in pursuing a teaching credential and those who are actually doing so. The second concerns support services offered by school districts to help paraprofessionals to improve their instructional skills and to earn a teaching credential.

The information in Table 9.7 shows the percentages of paraprofessionals with varying levels of interest in becoming a teacher in comparison with the percentages enrolled in higher education and in teacher training.

Table 9.7 Teacher Education Career Path

Level of Interest			Missing Cases	Enrolled in Higher Ed.		Enrolled in Teacher Training	
None/ Slight	Moderate	Very/ Extremely		No	Yes	No	Yes
219	137	183	55	475	119	527	67
36.9%	23.1%	30.8%	9.2%	80.0%	20.0%	88.7%	11.2%

Table 9.7 suggests that there is a strong interest in becoming a teacher among the paraprofessionals in this sample, with 30.8% indicating that they are very to extremely interested and 23.1% indicating moderate interest. Together these groups represent over 50% of the sample. However, when the first step of the process of earning a credential is considered, only 20% of the sample is enrolled in an institution of higher education. Finally, when only those actually enrolled in a teacher training program are considered, this represents only 11.2% of the sample. Thus, the data show that although interest in earning a teaching credential is high among paraprofessionals, very few of them are actually involved in teacher training.

Another view of career ladder programs can be seen by looking at how often school districts provide general support services to their aides. Table 9.8 (is Table 5.1 in the general findings section) summmarize how often paraprofessionals in this sample receive four different types of services.

Table 9.8 Frequency of Support Services

Type of Services	Never	Seldom	Fairly Often	Often	Missing Cases
Training Program Information	183 30.8%	125 21.0%	116 19.5%	67 11.3%	103 17.3%
Inservice Classes After Work	219 36.9%	79 13.3%	79 13.3%	53 8.9%	164 27.6%
Inservice Classes on Release Time	350 42.1%	72 12.1%	45 7.6%	57 9.6%	70 11.7%
Financial Support	287 48.3%	53 8.9%	40 6.7%	27 4.5%	187 31.4%

For paraprofessionals in this sample, a low level of these types of support services are provided. Over 30% never receive any of the four kinds of support

services with a high of 48% never receiving financial support for activities such as attending conferences or taking college courses. Information about teacher training programs appears to be the most common type of support; however, over 50% never or seldomly receive even this service. Inservice classes, whose effectiveness was discussed previously, are conducted fairly often or often for no more than 22.2% of the sample.

The findings related to the issue of aides being provided with support to improve their career ladder opportunities suggest that aides have strong interest in becoming teachers even though over 50% of the aides never or seldomly receive information about teacher training programs. This finding points to the great need to activate effective career ladder opportunities for aides in California.

Question Three

The third question addresses the current thinking and attitudes of paraprofessionals towards unionization. In the general findings section of this report, it was reported that over 67.3% of the aides indicate having a medium to strong need to unionize.

Aides were asked how important it is for a union to be involved in negotiations in six work related activities. Table 9.9 shows the potential activities rank ordered in terms of their perceived importance using a scale in which 4.0 equals very important and 3.0 somewhat important. The aides rank the need to negotiate health benefits as the most important function of a union followed by hourly wages, and career ladder growth. While hours of employment, program placement, and staff development are ranked fourth, fifth, and sixth in priority, they nevertheless are perceived to be more than just somewhat important.

Table 9.9 Union Activities in Order of Perceived Importance

Potential Negotiating Item	# Responses	Mean
1. Health Benefits	506	3.5357
2. Hourly Wages	509	3.4695
3. Career Ladder	502	3.4661
4. Hours of Employment	501	3.4611
5. Program Placement	495	3.3394
6. Staff Development	493	3.2680

To discover more information about opinions on negotiating particular items, cross-tabulations between the respondents' perception of a need for a union and the importance they place on the six potential items for negotiation were run. Table 9.10 represents the opinions of respondents who indicated a medium, strong, or very strong need for a union.

Table 9.10 Priorities of Potential Negotiable Items as Very Important by Respondents Indicating Medium to Very Strong Need for a Union

Negotiable Item	Total No. Respondents	Number Indicating Very Important	% Indicating Very Important
Hourly Wages	389	296	76.1
Health Benefits	386	288	74.6
Working Hours	385	276	71.7
Program Placement	381	243	63.8
Staff Development	380	225	59.2
Career Ladder	388	171	44.1

Table 9.10 shows that the highest priority items of those who feel a medium strong, or very strong need for a union also are hourly wages and health benefits. The negotiation of working hours, however, has a higher priority for those who feel a medium to very strong need for a union than for the sample as a whole. The item showing the greatest variation is the negotiation of career ladder opportunities, which is the lowest priority of the medium to very strong union supporters, while being the third priority of the sample as a whole.

For paraprofessionals indicating none or only a slight need for a union, but who considered negotiation of the various items to be somewhat to very important, Table 9.11 provides the order of priority.

Table 9.11 Priorities of Potentially Negotiable Items as Very Important by Respondents Indicating None or Only a Slight Need for a Union

Negotiable Items Item	Total No. Respondents	% and Number Indicating Very Important	% and Number Indicating Somewhat Important	% Indicating Somewhat Important
Hourly Wages	111	32.4 (36)	30.6 (34)	63.1 (70)
Health Benefits	111	38.7 (43)	28.8 (32)	67.6 (75)
Working Hours	107	29.0 (31)	34.6 (37)	63.6 (68)
Career Ladder	107	29.9 (32)	35.5 (38)	65.4 (70)
Program Placement	106	22.6 (24)	36.8 (39)	59.4 (63)
Staff Development	105	23.8 (25)	34.3 (36)	58.1 (61)

Table 9.11 shows that between 22% and 39% of paraprofessionals, who indicated none or only a slight need for a union, feel that negotiation of all the potential items is very important. Among this group, the highest priority, as indicated by number of people, is for health benefits to be

negotiated, followed closely by the negotation of hourly wages. This group places the lowest priority on the negotiation of program placement. In contrast, among those who consider negotiation of these items to be somewhat important, the highest number selected negotiation of program placement, followed by career career ladder opportunities. However, when both groups are combined, the highest priority item is the negotiation of health benefits, with 67.6% selecting this item. In general, over 58% of those who appear to be nonsupportive of unionization, consider the potential union functions to be somewhat to very important.

V

SUMMARY OF REPORT

The purpose of this survey was to identify the career ladder needs of paraprofessionals as required by both state and federal educational mandates (AB 65, AB 507, and the HEW May 25, 1970 Memorandum).

Two thousand questionnaires were distributed to aides in southern California counties and Fresno and Tulare counties. There were 594 responses, representing a return rate of 29.7%. The questionnaire consisted of eighty-five questions focusing on the following areas: (1) personal characteristics, (2) working situation, (3) job satisfaction and career goals, (4) resources and support for career development, (5) perceived skills held and needed to be effective in the classroom, (6) attitudes regarding unionization, and (7) aides perceptions of the linguistic and academic needs of limited English proficient (LEP) and underachieving students at their school sites.

The findings of this survey were written for the entire sample for each of the seven areas of interest; in addition, the findings related to three issues in the professional development of paraprofessionals were described. More specific findings about aides in Bilingual, Title I, and Migrant Education programs are in Appendix A. This section provides a general summary of the findings; the next section presents recommendations for school districts to consider in their efforts to implement state and federal mandates regarding the training and career ladder opportunities for paraprofessionals.

Summary of Survey Findings

The following statements highlight the major findings of the study with respect to the opinions of 694 aides from seven different counties in Central and Southern California about their career ladder needs and professional growth opportunities. These seven counties have 80% of all students attending public schools.

Personnal Characteristics

Paraprofessionals are predominantly female (94.9%), with over 69% having been employed as aides for less than five years. In their schooling 51.1% have completed at least one year of college, with over 94% having completed at least ten years of schooling. Ethnically, 65% of the aides are of minority background--Asian, Black and Hispanic. The aides are undergoing little stress due to their work, no more than 11.7% report experiencing moderate to extremely stressful conditions.

Educational/Career Aspirations and Job Satisfaction

Over 50% of the aides consider going to college to be very to extremely important, increasing to 73.2% when those who consider it moderately important are included. However, while 73.2% of the aides consider college to be moderately to extremely important, only 20% of the sample are so enrolled, with 11.3% directly involved in a teacher training program. Yet, when asked about their level of interest in becoming a teacher, slightly over 50.0% express moderate to extreme interest, increasing to 77% when those who indicate slight interest are included. They are interested in a teaching credential, 61.6% responded affirmatively; with 46% indicating an interest in a bilingual credential and 54% in a monolingual teaching credential.

With respect to the aides perceived impact on students' and teacher effectiveness; over 47% express having a high impact on students' skills, students' self concept, and teacher effectiveness, while less than 22% indicate a high impact on community involvement. In the area of job satisfaction, over 50% of the aides expressed being very to extremely satisfied with their job.

Working Situation

Over 75% of the paraprofessionals employed in the seven county service area work with language minority students, and are primarily employed in Bilingual, Title I, or Migrant programs.

The large majority of paraprofessionals are employed at the elementary level (66%), followed by the senior high level (16%) and junior high level (11%). The remaining aides (7%) worked at other levels or did not indicate their level. Slightly over 37% work full time (6 or more hours), 32% work from four to less than six hours, while 27.1% working less than four hours daily.

In planning classroom activities, 19.7% of the aides plan alone, 16.2% work with a teacher who plans for them, and 53.7% of the aides plan together with the teacher(s). Considering the fraction of time aides spend daily in different activities, over 75% of the aides indicate spending more than half of their time in small group instruction, while spending close to 1/4 or less of their time in other activities.

Skills Held and Proficiencies Needed by Paraprofessionals

With respect to ten skill areas needed to be effective in the classroom, no more than 32.9% of the aides indicate having many skills in any one of the ten skill areas, with primary language reading being the highest

skill area (32.9%), with multicultural teaching strategies being the lowest (13.5%).

Of the aides' perceptions about the level of proficiency needed to be effective in the classroom, an average of 73% of the aides indicate that proficiency to superior proficiency is necessary in the ten skill areas. Reading in English was rated highest by 82% of the respondents and lesson planning was at the other end with 58.1% of the respondents.

Resources and Support in Professional Development

Fewer than 31% of the aides are fairly often to often provided with teacher training program information, inservice classes after work or on release time, or with financial support by school districts. Within each of the four services, no more than 30.8% are provided with teacher training information; no more than 22.2% receive inservice after work or on release time, and no more than 11.2% receive financial support; while only 14.1% indicate being moderately to very aware of potential sources of financial aid.

With respect to the frequency with which aides are provided inservice training in Primary Language Methods, ESL methods, Content Areas, Discipline, Bilingual Education Philosophy, and Clerical Skills, the highest proportion of aides receive primary language methods inservice at the fairly often to very often level (39.6%), while the lowest proportion of aides receive inservice in the areas of Bilingual Education Philosophy (28.1%) and Clerical Skills (19.0%).

Slightly over 70% of the aides feel that the school environment is usually supportive of their efforts. Only 11.4% of the aides feel that their environment is slightly to nonsupportive of their efforts.

Unionization and Union Related Issues

Paraprofessionals' attitude towards the need to unionize is such that 67.3% indicate a medium to very strong need for a union. Considering the importance that aides place on a union to negotiate working conditions, over 57.1% of the aides consider hourly wages very important, followed by 56.1% for health benefits, 53.5% for career ladder opportunities, and 52.9% for hours of employment. Program placement and staff development were considered by 45.8% and 42.9% of the aides respectively to be very important for a union to negotiate. Overall, 68% of the aides consider the above six items to be somewhat important to very important.

In addition, considering potential functions that a union could negotiate, over 56% of the aides indicate that they favor to strongly favor being hired full time in order to obtain health benefits, even when it means hiring fewer aides.

Needs of LEP Students as Perceived by Paraprofessionals

Aides were asked to identify the linguistic and academic needs of LEP and underachieving students at their school site. Of the 594 responses recorded, the responses were clustered into sixteen categories, with 82.8% of the responses expressing five needs: "Need for better and appropriate staffing" (39.8%), "Need to group LEP/NEP students" (15.0%), "Enough is being done for LEP/NEP students" (11.1%), "Need more materials and equipment" (10.4%). and "Need for more and better training" (6.5%). The remaining 17.2% of the responses expressed opinions including "Need to teach English," "Too much Spanish is spoken in classroom" to "Back to basics."

Summary of Findings Related to Three Issues in the Professional Development of Paraprofessionals

1. Given legal requirements under AB 65, AB 507 and the HEW May 25, 1970 Memorandum how congruent are aides' perceptions of the skill level needed to teach effectively with the skill level suggested by the legal requirements and with their self-assessments of their own skill levels?

Across the nine skill areas of (1) Reading Readiness, (2) Oral Language Development, (3) English Reading, (4) ESL, (5) Primary Language Reading, (6) Primary Language Arts, (7) Primary Language Math, (8) Primary Language Science, and (9) Multicultural Teaching Strategies, an average of 74.7% of the respondents agreed that proficiency or above proficiency is the level needed to teach effectively. No less than 66.5% of the aides in the skill area of Multicultural Teaching Strategies, and no more than 82.0% of the aides in the skill area of English Reading indicate that proficiency to above proficiency is desirable. This finding suggests congruence between the legal requirements and the opinions of paraprofessionals as to proficiency level of skill needed.

For the relationship between the aides desired level of proficiency and their assessed skill level in the nine skill areas, the findings suggest that while aides have high standards as to the skill levels necessary to teach effectively, no more than 32.0% of the aides in any of the nine skill areas indicate having proficiency to superior proficiency. There appears to be a major discrepancy between proficiency desired and actual proficiency in these nine skill areas.

2. Given the need for paraprofessional career ladder opportunities, (1) what is the discrepancy between the perceived impact paraprofessionals have on student skills and their skill level? and (2) how are districts addressing the need for inservice training, and actual career ladder support for aides?

The findings for the first part of the question suggest that while 56% of the aides indicate that they have a high impact on students' skills in the nine content skill areas. an average of 68% of the aides report having no to some skills in the same nine content skill areas. This suggests the strong need for skill development in each of the nine skill areas.

In addition, while 71.9% of the 281 aides, who indicated having a high impact on students' skills spend 75% or more of their time working with small groups or individuals, 68% of them have no to some skills in the nine skill areas. Thus, the need for districts to provide comprehensive and effective inservice training is imperative.

In the second part of the question, about the degree of inservice training and the adequacy of the training provided to aides, 39.6% of the aides indicate being fairly often to very often provided inservice in any one skill area. While over 35.0% of the aides are often provided with inservice training, no more than 37.7% of this pool of aides indicates having many skills in the four content areas. Thus, whatever districts are doing or providing aides through inservice training, it is not having adequate success.

In terms of career ladder support for aides, while over 53% of the respondents indicated moderate to very strong interest in a teaching credential, less than 20% are enrolled in college and, specifically, less than 11.2% are in a teacher training program. Thus, slightly more than one out of ten aides are seriously pursuing a teaching credential. The data further suggests that districts provide limited support for career ladder opportunities. The findings show that 50% of the aides never or seldomly receive training program information, inservice classes after work or on release time, or financial support. This points to the strong need for comprehensive, systematic, and quality based career ladder opportunities for aides.

3. Given the legal support in the State of California for collective bargaining, what are the thinking and attitudes of paraprofessionals toward unionization?

The attitudes of paraprofessionals towards unionization are such that 67.3% of the aides indicate having a medium to strong need for a union to support their interest.

Regarding functions the union could fulfill, the opinions of aides towards six work related activities indicate that over 82% feel that it is somewhat important to very important to negotiate health benefits, hourly wages, career ladder opportunities, working hours, program placement, and staff development, in that order of importance.

From those aides indicating medium to very strong need for a union and who responded to each of the six items (385), the most important items for a union to negotiate were hourly wages (76.1%), followed by health benefits (74.6%), and working hours (71.7%).

For those aides indicating none to a slight need for a union (108), but who considered a need to negotiate work related activities to be somewhat to very important, over 63% consider that it is somewhat to very important to negotiate hourly wages, health benefits, working hours, and career ladder opportunities.

While 64.8% of the sample consider medium to very strong need for a union, and 18.1% of the sample feel none to slight need for a union, both groups of aides indicate that it is somewhat to very important for a union to negotiate the work-related activities of hourly wages, health benefits, working hours, career ladder opportunities, program placement, and staff development. The remaining 17.1% of the sample did not indicate an opinion as to the need for a union to negotiate working conditions.

VI

Recommendations

The following recommendations are made with the intent of assisting school personnel to develop activities that will address the needs expressed by 594 paraprofessionals working in Southern and Central California counties. Recommendations are presented in the following areas: Professional Skill Development of Aides; Support Systems in Career Ladder Programs; Unionization of Paraprofessionals; and Aides Employed in Bilingual, Migrant, and Title I Educational Programs. The last set of recommendations is based on information in Appendix A.

Professional Skill Development

1. While over 94% of the aides work at the K-12 grade levels, and with a majority of language minority children, only 47% perceive themselves as having a high impact on students' skills. No more than 28% of the aides assessed themselves as having many skills in any of ten content skill areas, suggesting a strong need for aides to be:

   1.1 Provided with quality inservice training in the ten content skill areas of: (1) ESL, (2) primary language arts, (3) oral language development, (4) reading readiness, (5) primary language reading, (6) English reading, (7) primary language math, (8) primary language science, (9) multicultural teaching strategies, and (10) lesson planning.

   1.2 Provided with long range staff development inservice training to develop balanced skills in both the affective and cognitive domains.

1.3 Provided with inservice training that considers their skill needs, establishes quality control criteria, and specifies the level of desire performance that the training should provide.

2. While 75% of the aides spend 1/2 or more of their time working in small groups or with individual students, no more than 32.9% of the aides assess themselves as having many skills in any of the ten content skill areas, suggesting a need for school districts to:

2.1 Assist aides in planning and implementing classroom instruction.

2.2 Train aides in teaching content skill areas.

2.3 Provide training in working with individual or small group instruction.

2.4 Maintain a supportive school climate as aides develop their content skill areas to be effective in the classroom.

2.5 Assess and determine the appropriate staffing needs of instructional programs based on the skills and competence of aides to handle given instruction.

2.6 Monitor the quality and quantity of instructional materials and equipment provided to aides to perform their work.

Support Systems in Career Ladder Programs

3. While 73.2% of the aides consider college to be moderately to extremely important, only 20% are enrolled in college, suggesting a strong need to:

3.1 Develop career ladder support systems that include information, training, financial support, and incentives for aides to acquire professional skills and career opportunities.

3.2 Develop comprehensive short and long range training programs leading to a teaching credential.

4. While 83.3% of the aides express a need for a union to negotiate career ladder opportunities, the majority of aides never or seldomly receive career ladder information, inservice or financial support, suggesting the need for schools districts to:

4.1 Provide systematic, coordinated, and quality based career ladder opportunties to aides.

4.2 Provide well organized inservice training sessions after work or on release time.

5. While over 60.0% of the aides work at the elementary level and 94.9% of the aides are female, and indicate a strong interest in a teaching credential, there is a need on the part of school districts to:

5.1 Examine the characteristics of their aides with respect to sex equity, grade level, and hours employed in order to have a balanced work plan and career ladder opportunities.

Unionization of Paraprofessionals

6. While 67.3% of the aides indicate a medium to very strong need for a union, and 84.3% of the sample feel that it is important for a union to negotiate work related activities, there is a favorable sentiment among aides to:

6.1 Form a union that will negotiate aides health benefits, hourly wages, career ladder opportunities, hours of employment, program placement, and staff development.

7. While 67.3% of the sample indicate a medium to very strong need for

a union and 18.1% of the sample indicate none to slight need for a union, the majority of both groups agree to the need for a union to negotiate work-related activities, suggesting a need for school districts to:

7.1 Negotiate with aides regarding health benefits, hourly wages, career ladder opportunities, hours of employment, program placement, and staff development.

8. While 82.9% of the sample indicate that it is important for a union to negotiate work related activities, the aides indicate a need for their:

8.1 Recognition of equitable health benefits, hourly wages, career ladder opportunities, hours of employment, program placement, and staff development, in that order of importance.

Aides Employed in Bilingual Programs

9. While over 50.9% of the Bilingual program aides have completed one or more years of college and over 63.8% express moderate to extreme interest in a teaching credential, only 27.2% of those interested are enrolled in college. This indicates a need to provide Bilingual aides with:

9.1 Career ladder information and opportunities for training after work or under release time.

9.2 Inservice training to develop skill areas closely related to the content areas of bilingual instruction.

10. While a large number of Bilingual program aides experience limited stress on the job and 62.5% work five or more hours in the classroom and feel they have a high impact on students' skills, no more than

35.3% stated having many skills in any one of the nine given content skill areas. In addition, 78.0% of the aides work with small groups or individual students for 1/2 of their time in the classroom, suggesting a need to provide Bilingual aides with:

10.1 Training in individual and small group instruction.

10.2 Training in teaching content skills.

10.3 Professional assistance in planning and preparing classroom activities.

11. While 55.2% of Bilingual program aides expressed a medium to very strong need for a union to support their interest, an even larger number indicated a very strong need for a union to negotiate working conditions, suggesting a need for Bilingual aides to:

11.1 Unionize for the purpose of negotiating hourly wages, health benefits, career ladder opportunities, hours of employment, program placement, and staff development.

Aides Employed in Migrant Programs

12. While 39.3% of the Migrant program aides have completed one or more years of college and over 51.0% expressed an interest in a teaching credential, only 10.7% of those interested are enrolled in college. This indicates a need to provide Migrant aides with:

12.1 Career ladder information and opportunities for training after work or under release time.

12.2 Inservice training to develop skill areas closely related to the content area needs of Migrant students.

13. While a large number of Migrant aides experience limited stress on the job and 89.0% work five or more hours in the classroom

and feel they have a high impact on students' skills, no more than 30.4% indicated having many skills in any one of nine given content skill areas. In addition, 82.2% of the aides work with small groups or individual students for 1/2 or more of their time in the classroom, suggesting a need to provide Migrant aides with:

13.1 Training in individual and small group instruction.

13.2 Training in teaching content skills.

13.3 Professional assistance in planning and preparing classroom activities.

14. While 67.8% of Migrant aides expressed a medium to very strong need to unionize to support their interest, an average of 60% of Migrant aides indicate a very strong need for a union to negotiate working conditions. This suggests a need for Migrant aides to:

14.1 Unionize for the purpose of negotiating hourly wages, health benefits, career ladder opportunities, hours of employment, program placement, and staff development.

Aides in Title I Programs

15. While 61.5% of Title I program aides have completed one or more years of college and over 44.0% expressed interest in a teaching credential, only 41.2% of those interested are enrolled in college indicating a need to provide Title I aides with:

15.1 Career ladder information and opportunities for training after work or under release time.

15.2 Inservice training to develop skill areas closely related to the content areas of the Title I instructional goals.

16. While a large number of Title I aides experience limited stress on the job and 38.4% only work five or more hours in the classroom and feel they have a high impact on students' skills, no more than 28.6% of the aides indicated to having many skills in any one of nine given content skill areas. In addition, 77.5% of the aides work with small groups or individual students for 1/2 or more of their time in the classroom, sugessting a need to provide Title I aides with:

    16.1 Training in individual and small group instruction.

    16.2 Training in teaching content skills.

    16.3 Professional assistance in planning and preparing classroom activities.

17. While 64.2% of Title I aides expressed a medium to very strong need to unionize to support their interest, an average of 47% of Title I aides indicate a very strong need for a union to negotiate working conditions. This suggests a need for Title I aides to:

    17.1 Unionize for the purpose of negotiating hourly wages, health benefits, career ladder opportunities, hours of employment, program placement, and staff development.

APPENDICES

APPENDIX A

CHARACTERISTICS OF AIDES IN BILINGUAL, MIGRANT EDUCATION, AND TITLE I PROGRAMS

This appendix examines several of the findings that pertain to the entire sample in terms of the aides in the three major programs represented in the survey. Of the 594 aides, 37.7% are employed in Bilingual programs, 9.4% in Migrant Education programs, and 30.6% in Title I programs. Thus, these aides represent 77.7% of all those in the sample. Because the proportions of aides from the three program are not equal, the findings will be presented separately for each program and no cross-program comparisons will be made.

Bilingual Education Program Aides

Of the 224 aides who work in Bilingual Education programs, 6.3% are Anglo, 4.9% are Asian, 0.9% are Black, 83.5% are Hispanic, 3.1% are of other ethnic groups, and 1.3% did not indicate their ethnicity. The number of years of schooling completed by aides of each ethnicity is shown in Table 10.1.

Table 10.1 Bilingual Program Aides: Ethnicity and Years of Schooling Completed

	Less than 10th grade	10th-12th grade	1-2 years of college	3-4 years of college	B.A./ M.A.	Total
Anglo	0	5	3	5	1	14
Asian	1	1	7	1	1	11
Black	0	1	0	1	0	2
Hispanic	6	87	67	22	3	185
Other Ethnicity	0	4	3	0	0	7
Missing Cases						5
Total	7	98	80	29	5	224

Table 10.1 shows that 50.9% of the aides in Bilingual programs have completed at least 1 year of college and 15.2% have completed 3 or more years. An additional 43.8% have completed between 10 and 12 years, while only 3.1% have completed less than 10 years.

A profile of the aides' ethnicity in relation to their interest in becoming a teacher is presented in Table 10.2. Of the Bilingual program aides, 13.8% expressed no interest, 12.5% slight interest, 22.3% moderate interest, 19.2% very interested, 22.3% extremely interested, and 9.8% did not indicate a level of interest. Thus, 63.8% of the aides in Bilingual programs are moderately to extremely interested in becoming a teacher.

Table 10.2 Bilingual Program Aides: Ethnicity and Interest in Becoming a Teacher

	No Interest	Slight Interest	Moderate Interest	Very Interested	Extremely Interested	Total
Anglo	3	4	0	2	3	12
Asian	0	0	1	6	3	10
Black	0	0	0	0	2	2
Hispanic	26	23	47	34	42	172
Other Eth.	2	1	2	1	0	6
Missing Cases						22
Total	31	28	50	43	50	224

There was considerable interest in becoming a teacher on the part of aides in all ethnic groups. However, Table 10.3 shows the actual number of aides from each ethnic group who indicated moderate to extreme interest in becoming a teacher and who are actually enrolled in a higher education program and/or a teacher education program.

Table 10.3 Bilingual Program Aides: Career Path Toward Becoming a Teacher

	# Moderate to Extreme Interest	Enrolled in Higher Ed	Enrolled in Teacher Trng.
Anglo	5	1	1
Asian	10	2	0
Black	2	0	0
Hispanic	123	57	18
Other Eth.	3	1	0
Total	143	61	19

There were 143 Bilingual program aides who were moderately to extremely interested in becoming a teacher, but only 42.7% are enrolled in a program of higher education. Of these group, 31.1% have completed an undergraduate program and are currently enrolled in a teacher education program. The primary provider of higher education for these aides is the community college system in which 68.5% are enrolled, followed by the State College System in which 24.6% of them are enrolled. An additional 4.9% are enrolled in the U.C. System, and 1.6% in a private college.

Bilingual program aides are working primarily at the elementary level with 67.4% so employed. Smaller percentages, (15.2%) and (13.8%) respectively, are employed at the high school and junior high school level. Only 1.8% are employed at the preschool level and 0.5% at a level not shown, and there were 1.3% who did not respond to this question.

The hours for which Bilingual program aides are employed was 41.1% work 6 or more hours daily, 21.4% work from 5 to less than 6 hours, 12.9% work 4 to less than 5 hours, 23.5% work less than 4 hours, and 1.3% did not indicate hours employed.

Table 10.4 shows the distribution of Bilingual program aides' time over three different kinds of activities. The first activity provides an idea of how the aides' time is structured, while the second and third relate to the content of instruction.

Table 10.4 Bilingual Program Aides: Distribution of Time

	None	less than 1/4	1/4	1/2	3/4	more than 3/4	Missing Cases
Work w/ Ind. & Small Grps.	6 2.7%	21 9.4%	15 6.7%	50 22.3%	54 24.1%	72 32.1%	6 2.7%
Primary Lang. Instruction	25 11.2%	45 20.1%	33 14.7%	61 27.2%	36 16.4%	19 8.5%	5 2.2%
English as a Second. Lang.	37 16.5%	32 14.3%	44 19.6%	49 21.9%	25 11.2%	30 13.4%	7 3.1%

Bilingual program aides in this sample are overwhelmingly involved in small group and individual instruction; 78.5% of them work with individual students and small group for 1/2 or more of their time and 56.2% for 3/4 or more of their time. When specific activities are considered, 52.1% use 1/2 or more of their time for primary language instruction and 46.5% spend this amount of time on ESL instruction. Thus, 46.0% and 50.4% respectively spend 1/4 or less of their time on primary language instruction and ESL.

With respect to who actually does the planning for the activities that the aides perform, 14.7% have the plans made for them by the teacher(s) with whom they work, 51.8% plan together with the teacher(s), 27.2% plan their activities by themselves, 3.6% sometimes plan with the teacher and sometimes alone, and 2.8% did not indicate how their activities are planned.

Other considerations are the level of proficiency that Bilingual program

aides think is necessary to be effective and the level at which they assess their own skill. Table 10.5 (n=224) shows these findings.

Table 10.5 Bilingual Program Aides: Needed Proficiency Levels and Self-Assessed Skill Levels

Skill Area	% Indicating Proficency to Superior Proficiency is Needed	% Indicating Proficiency to Superior Proficiency in Ten Skill Areas
Lesson Planning	60.2	26.8
ESL	75.4	35.3
Prim. Lang. Lang. Art	73.2	21.9
Oral Lang. Development	75.4	33.9
Reading Readiness	75.0	31.3
Primary Lang. Reading	76.4	34.4
English Reading	77.7	33.0
Primary Lang. Math	74.5	26.8
Primary Lang. Science	71.0	14.3
Multicult. Strategies	69.1	18.8

Opinions of Bilingual program aides about the level of proficiency needed to be effective in the classroom are quite consistent. Across all of the skill areas named, between 60.2% and 77.7% indicated that proficiency to superior proficiency is needed to be effective in the classroom.

In all of the ten skill areas listed, no more than 35.3% of the aides in Bilingual programs assessed themselves as having many skills. The area in which the highest proportion reported having many skills is ESL instruction followed closely by the areas of Primary Language Reading, Oral Language Development, English Reading, and Reading Readiness. For these areas, between 35.3% and 31.3% report having many skills. In contrast, 26.8% and 21.9% respectively report having many skills in the areas of Primary Language Math and Primary Language Language Arts. Finally, only 18.8% and 14.3% respectively report having many skills in Multicultural Teaching Strategies and Primary Language Science.

The discrepancy between the level of proficiency that Bilingual program aides think is necessary and the level of skill that they report is greatest in the areas of Primary Language Science, Primary Language Language Arts, and Muticultural Teaching Strategies. For these skill areas, the discrepancy is 56.7%, 51.3%, and 50.3% respectively. The lowest discrepancies are in the areas of ESL, Primary Language Reading, and Oral Language Development where they are 40.1%, 41.5%, and 42.0% respectively.

Table 10.6 Bilingual Program Aides: District-Provided Support Services

District Provides:	Never	Seldom	Fairly Often	Often	Missing Cases
Training Program Info.	59	50	47	38	30
Inservice After Work	75	30	41	24	54
Inservice During Work	91	29	20	26	58
Financial Support	99	26	16	19	64

The kinds of staff development services that Bilingual aides are being provided by their school districts are indicated in Table 10.6 (n=224). The findings show that 26.3% never receive teacher training program information 33.5% never receive inservice after work 40.6% never receive inservice classes on release time, and 44.2% never receive financial support from their districts. When those who receive these services seldom are included, 48.3% never or seldomly receive training program information, 46.9% never or seldomly receive inservice after work, 53.5% never or seldomly receive inservice on release time, and 55.8% never or seldomly receive financial support. Therefore, no more than 38.0% receive training program information fairly often or often, no more than 29.9% receive inservice fairly often or often, and no more than 15.6% receive financial support fairly often or often.

Bilingual program aides feelings about the need for a union to support their interests was: 12.1% feel no need, 10.3% a slight need, 21.0% a medium need, 26.3% a strong need, 28.9% a very strong need, and 4.5% did not indicate their level of need. Thus, 73.2% of aides in Bilingual programs feel a medium to strong need for a union. Table 10.7 (n=224) represents their opinions about possible items for negotiation.

Table 10.7 Bilingual Program Aides: Opinions on Possible Negotiating Items

Union Negotiate	Not Important	Slightly Important	Somewhat Important	Very Important	Missing Cases
Hourly Wages	8	11	40	141	24
Health Benefits	7	9	45	139	24
Hours of Employment	8	7	44	139	26
Career Ladder	8	10	50	130	26
Program Placement	8	10	59	119	28
Staff Development	8	17	51	118	30

Based on the number of persons who indicated that the potential negotiating items are very important, 69.2% of the Bilingual program aides place first priority on Hourly Wages. Two items tied as the second priority and closely followed the first. They are Health Benefits and Hours of Employment with 62.1% reporting these items to be very important. Career ladder opportunities is the fourth priority as indicated by 58.0% persons. The fifth and sixth priorities are program placement and staff development indicated by 53.1% and 52.7% respectively. Across all the potential negotiating items, an average of 58.5% indicate that it is very important to Bilingual program aides to have these items negotiated.

Migrant Education Program Aides

Of the 56 aides who are employed in Migrant Education programs, 10 are Anglo, 1 is Asian, 42 are Hispanic, 1 is of an ethnicity not

specifically named, and 2 did not indicate their ethnicity. There are no Black aides in the part of sample employed in Migrant Education programs. The number of years of schooling completed by Migrant Education aides of each ethnic group is shown in Table 10.8.

Table 10.8 Migrant Education Program Aides: Ethnicity and Years of Schooling Completed

	Less than 10th grade	10th-12th grade	1-2 years of college	3-4 years of college	B.A. M.A.	Total
Anglo	0	6	3	0	1	10
Asian	0	0	1	0	0	1
Hispanic	0	26	13	3	0	42
Other Ethnicity	0	0	0	1	0	1
Missing Cases						2
Total	0	32	17	4	1	56

Table 10.8 shows that the majority of Migrant Education aides 57.1% have completed between 10 and 12 years of schooling. An additional 30.4% have completed 1 or 2 years of college 7.1% have completed 3 to 4 years of college 1.8% has completed a B.A. degree and 3.1% did not indicate the years of schooling they have completed.

Interest in becoming a teacher shown by Migrant Education program aides was 19.6% expressed no interest, 17.9% slight interest, 26.8% moderate interest, 10.7% very interested, 14.3% extremely interested, and 10.7% did not indicate a level of interest. Thus, 51.8% of the aides in Migrant Education programs in this sample are moderately to extremely interested in becoming a teacher. A profile of the aides' ethnicity in relation to their interest in becoming a teacher is presented in Table 10.9. Among the

aides in this sample, only Hispanic and an Asian aides in Migrant Education programs indicate that they are moderately to extremely interested in becoming a teacher. Of the interested in becoming a teacher, 20.7% are enrolled in a program of higher education. None of these are enrolled in a teacher training program. All six of the Migrant Education aides are enrolled in community colleges.

Table 10.9 Migrant Education Program Aides: Career Path Toward Becoming a Teacher

Ethnicity	# Moderate to Extreme Interest	# Enrolled in Higher Ed.	# Enrolled in Teacher Trng.
Anglo	0	0	0
Asian	1	0	0
Hispanic	28	6	0
Other Ethnicity	0	0	0
Total	29	6	0

Aides in Migrant Education programs are working primarily at the elementary level with 60.7%, 25.0% are employed at the high school level, 10.7% at the junior high school level, 1.8% at a level not shown, and 1.8% did not indicate a level.

The hours the Migrant Education aides are employed was: 82.1% work 6 or more hours daily, 7.1% work from 5 to less than 6 hours, 1.8% work 4 to less than 5 hours, 3.6% work 3 to less than 4 hours. There are no Migrant Education aides in this sample who work less than 3 hours daily and 5.4% did not indicate their hours of employment.

Table 10.10 shows the distribution of Migrant Education program aides' time over three different kinds of activities. The first activity provides

an idea of how the aides' time is structured, while the second and third relate to the content of instruction.

Table 10.10 Migrant Education Program Aides: Distribution of Time

Activity	None	less than 1/4	1/4	1/2	3/4	more than 3/4	Missing Cases
Work w/ Ind. & Sm. Grps.	2 3.6%	1 1.8%	5 8.9%	8 14.3%	11 19.6%	27 48.2%	2 3.6%
Prim. Lang. Instruction	11 19.6%	12 21.4%	8 14.3%	14 25.0%	4 7.1%	6 10.4%	1 1.8%
English as a Sec. Lang.	16 28.6%	9 16.1%	5 8.9%	14 25.0%	6 10.7%	4 7.1%	2 3.6%

Migrant Program aides are involved primarily in small group and individual instruction, with 82.1% indicating that they spend 1/2 or more of their time on activities structured in this way, and 67.8% indicating they spend 3/4 or more of their time this way. With respect to primary language instruction, 42.5% spend 1/2 or more of their time on this activity and 17.5% spend 3/4 or more of their time. Likewise, in terms of time spent on ESL, 42.8% spend 1/2 or more of their time on this activity and 17.8% spend 3/4 or more of their time. Thus, 55.3% spend 1/4 or less of their time on primary language instruction and ESL.

With respect to who actually does the planning for the activities that Migrant Education program aides perform, 14.3% have plans made for them by the teacher(s), 53.6% make plans together with the teacher(s), 26.8% plan their own activities, and 5.4% did not indicate who plans their activities.

Other considerations are the level of proficiency that Migrant program aides think is necessary to be effective and the level at which they assess their own skills. Table 10.11 shows these findings.

Table 10.11 Migrant Education Program Aides: Needed Proficiency Levels and Self-Assessed Skill Levels

Skill Area	% Indicating Proficiency to Superior Proficiency is Needed	% Indicating Proficiency to Superior Proficiency in Ten Skill Areas
Lesson Planning	58.9	19.6
ESL	66.1	23.2
Prim. Lang. Lang. Arts	60.7	10.7
Oral Lang. Development	64.3	23.2
Reading Readiness	62.5	10.7
Primary Lang. Reading	60.7	21.4
English Reading	69.7	16.1
Primary Lang. Math	58.9	30.4
Primary Lang. Science	57.1	12.5
Multicult. Strategies	55.3	10.7

Opinions of Migrant Education program aides as to the level of proficiency needed to be effective in the classroom are also quite consistent. Across all skill areas named, between 55.3% and 69.7% indicated that proficiency to superior proficiency is needed to be effective in the classroom.

In all of the ten skill areas listed, no more than 30.4% of the aides in Migrant Education programs assessed themselves as having many skills. The area in which the highest proportion report many skills is Primary Language Math with 30.4%. The next closest areas are ESL and Oral Language Development in which 23.2% of these aides report many skills. For Primary Language Reading somewhat fewer, 21.4%, report many skills, English reading had 16.1%, and Primary Language Science had 12.5%. In the remaining skill areas of Primary Language Language Arts, Reading Readiness, and Multicultural Teaching Strategies, only 10.7% report many skills.

The discrepancy between the level of proficiency that Migrant Education aides think is necessary and the level of skill that they report is greatest in the areas of English Reading, Reading Readiness and Primary Language Arts.

For these skill areas, the discrepancy is 53.6%, 51.8%, and 50.0% respectively. The lowest discrepancies are in the areas of Primary Language Math, Primary Language Reading, and Lesson Planning where they are 38.5%, 39.3%, and 39.3% respectively.

Table 10.12 Migrant Education Program Aides: District Provided Support Services

District Provides:	Never	Seldom	Fairly Often	Often	Missing Cases
Training Program Info.	19	13	17	0	7
Inservice After Work	16	10	7	6	17
Inservice Release Time	18	11	4	2	21
Financial Support	24	4	5	0	23

The kinds of staff development services that Migrant Education program aides are provided by their school districts are shown in Table 10.12. The findings show that 57.1% never or seldomly receive teacher training program information, 46.5% never or seldomly receive inservice classes after work, 51.7% never or seldomly receive inservice on release time, and 50.0% never or seldomly receive financial support. Therefore, no more than: 30.4% receive training program information, 23.2% receive inservice, and 8.9% receive financial support from their school district fairly often.

Migrant Education program aides feelings about the need for a union to support their interests was: 10.7% felt no need, 14.3% a slight need, 23.2 a medium need, 19.6% a strong need, 25.0% a very strong need, and 7.1% did not indicate their level of need. Thus, 67.8% of Migrant Education aides in this sample feel a medium to strong need for a union. Table 10.13 indicates the importance they give to union negotiation of several potential negotiating items.

Table 10.13 Migrant Education Program Aides: Opinions on Possible Negotiating Items

Union Negotiate	Not Important	Slightly Important	Somewhat Important	Very Important	Missing Cases
Hourly Wages	4	2	11	34	5
Health Benefits	4	1	8	37	6
Hours of Employment	4	2	12	31	7
Career Ladder	5	5	7	33	6
Program Placement	4	7	10	26	9
Staff Development	4	5	17	21	9

Based on the number of persons who indicated that the potential negotiating items are very important, Migrant Education program aides place first priority on Health Benefits with 66.1% so indicating. The second priority is Hourly Wages with 60.7%, third, Career Ladder with 58.9%, fourth, Hours of Employment with 55.4%, fifth, Program Placement with 46.4%, and sixth Staff Development with 37.5%. Across all the potential negotiating items, an average of 30.3% indicated that it is very important to have these items negotiated.

Title I Program Aides

Of the 182 aides who are employed in Title I programs, 42.9% are Anglo, 2.7% are Asian, 11.5% are Black, 32.4% are Hispanic, 6.6% are of an ethnicity not specifically named, and 3.8% did not indicate their ethnicity. The number of years of schooling completed by Title I aides of each of these ethnic groups is shown in Table 10.14.

Table 10.14 Title I Program Aides: Ethnicity and Years of Schooling Completed

	Less than 10th grade	10th-12th grade	1-2 years of college	3-4 years of college	B.A. M.A.	Total
Anglo	1	30	33	7	7	78
Asian	0	0	0	3	2	5
Black	0	8	11	1	1	21
Hispanic	6	29	17	7	0	59
Other Ethnicity	0	3	7	2	0	12
Missing Cases						7
Total	7	70	68	20	10	182

On schooling attained, 38.5% have completed 10th-12th grade and 37.4% have completed 1 to 2 years of college. An additional 11.0% have completed 3 to 4 years of college and 5.5% have received a B.A. or M.A. degree. Only 3.8% have completed less than 10th grade and 3.8% also did not indicate the years of schooling completed.

Interest in becoming a teacher was expressed by Title I aides as: 26.9% reported no interest, 18.7% slight interest, 22.0% moderate interest, 13.2% very interested, 8.8% extremely interested, and 10.4% did not indicate a level of interest. Thus 44.0% of the Title I program aides are moderately to extremely interested in becoming a teacher. A profile of the Title I aides' ethnicity in relation to their interest in becoming a teacher is shown in Table 10.15.

Table 10.15 Title I Program Aides: Career Path Toward Becoming a Teacher

Ethnicity	# Moderate to Extreme Interest	# Enrolled in Higher Education	# Enrolled in Teacher Training
Anglo	26	11	4
Asian	2	0	0
Black	13	8	1
Hispanic	32	11	4
Other Ethnicity	7	3	1
Total	80	33	10

While approximately 44.0% are moderately to extremely interested in becoming a teacher, 18.1% are enrolled in higher education programs, and 5.5% are working specifically on teacher training. Of those enrolled in higher education, 69.7% attend community colleges, 27.3% the State College system, and 3.9% the U.C. system.

The majority of Title I aides (67.6%) are employed at the elementary level. An additional 17.0% work at the high school level, and 9.9% at the junior high level. While .5% work at the preschool level, 2.7% at levels other than those specified, and 2.2% who did not indicate a level.

The hours employed were: 25.8% work 6 hours or more daily, 12.6% work from 5 to less than 6 hours, 20.9% work from 4 to less than 5 hours, 33.5% work from 3 to less than 4 hours, and 2.2% work less than 3 hours. There were 5.0% who did not indicate their working hours.

The distribution of Title I aides' time over three different kinds of activities is shown in Table 10.16. The first activity provides an idea of how the aides' time is structured, while the second and third relate to the content of instruction.

Table 10.16 Title I Program Aides: Distribution of Time

Activity	None	less than 1/4	1/4	1/2	3/4	more than 3/4	Missing Cases
Work w/Ind. & Sm. Grps.	4 2.2%	12 6.6%	16 8.8%	38 20.9%	38 20.9%	65 35.7%	9 4.9%
Prim. Lang. Inst.	96 52.7%	21 11.5%	19 10.4%	16 8.8%	10 5.5%	7 3.8%	13 7.1%
English as a Sec. Lang.	110 60.5%	29 15.9%	7 3.8%	12 6.6%	5 2.7%	4 2.2%	15 8.2%

Title I aides also are involved primarily in individual and small group instruction with 77.5% reporting that they spend 1/2 or more of their time on activities structured in this way. However, the majority of them are not spending this time in either primary language instruction or ESL instruction with 52.7% and 60.5% respectively spending no time at all on these activities. Slightly more Title I aides appear to give primary language instruction than ESL with 21.6% spending 1/4 or less of their time, while no more than 18.1% reporting to spend 1/2 or more of their time in either primary language instruction or ESL.

Who actually plans the activities performed by these Title I aides was: 20.3% follow plans made for them by the teacher(s) 54.4% use plans made jointly with the teacher(s), 6.0% sometimes follow plans made by their teacher(s) and sometimes their own plans, and 13.1% plan their own activities. There were 7.1% who did not indicate who plans their activities.

Further considerations are the level of proficiency that Title I program aides think is necessary to be effective and the level at which they assess their own skills. Table 10.17 shows these findings.

Table 10.17 Title I Program Aides: Needed Proficiency Levels and Self-Assessed Skill Levels

Skill Area	% Indicating Proficiency to Superior Proficiency is Needed	% Indicating Proficiency to Superior Proficiency in Ten Skill Areas
Lesson Planning	41.2	22.5
ESL	42.9	10.4
Prim. Lang. Lang. Arts	51.6	20.3
Oral Lang. Development	62.1	20.3
Reading Readiness	65.4	25.3
Primary Lang. Reading	58.2	28.6
English Reading	67.0	14.3
Primary Lang. Math	58.2	25.8
Primary Lang. Science	52.2	13.2
Multicultural Strategies	44.5	6.0

The percentage of Title I aides who think proficiency to superior proficiency in the teaching skills shown in Table 10.17 is necessary to be effective in the classroom varies from a low of 41.2% with respect to skills in lesson planning to a high of 67.0% with respect to skills in teaching English reading. Slightly higher proportions of aides indicate that this skill level is needed in Oral Language Development, Reading Readiness and English Reading than for any of the skill areas specifically labelled as primary language areas. For ESL and Multicultural Teaching Strategies, less than half the aides think proficiency to superior proficiency is necessary.

In all ten of the skill areas, no more than 28.6% of the Title I aides assessed themselves as having many skills. This percentage was for Primary Language Reading. In the areas of Primary Language Math, Reading Readiness and Lesson Planning, 25.8%, 25.3%, and 22.5% respectively report many skills. skills. For the areas of Primary Language, Language Arts, and Oral Language Development, 20.3% report many skills. For the areas of English Reading and Primary Languagee Science, 14.3% and 13.2% respectively report having

many skills. Finally, in the areas of ESL and Multicultural Teaching Strategies, only 10.4% and 6.0% respectively assess themselves as having many skills.

The discrepancy between the percentage of aides who indicate that proficiency to superior proficiency in ten skill areas is needed to be effective in the classroom and the percentage of aides who assess themselves as having skills in that range is greatest in the area of teaching English reading, where it is 52.7%. For the skill areas of Oral Language Development and Reading Readiness the discrepancy is 41.8% and 40.1% respectively. The discrepancy continues to decline until a discrepancy of 18.7% is found with respect to lesson planning; this low discrepancy, however, is a function of the low percentage who think proficiency to superior proficiency is necessary.

Staff development services that Title I aides are being provided by their school districts, are shown in Table 10.18. The frequency with which these aides receive training program information, inservice after work or on release time, and/or financial aid are illustrated.

Table 10.18 Title I Program Aides: District Provided Support Services

District Provides	Never	Seldom	Fairly Often	Often	Missing Cases
Training Program Inf.	62	36	33	17	32
Inservice After Work	76	20	23	16	47
Inservice Release Time	88	19	11	19	45
Financial Support	97	12	13	6	54

The findings in Table 10.18 shows that 34.1% never receive training program information, 41.8% never receive inservice after work, 48.4% never receive inservice on release time, and 53.3% never receive financial aid from their districts. When those who receive these services seldom are also included, 54.4% never or seldomly receive training program information, 52.8% never or seldomly receive inservice after work, 58.8% never or seldomly receive inservice on release time, and 59.9% never or seldomly receive financial aid. In contrast, only 27.5% receive training program information fairly often to often, 21.4% receive inservices classes after work fairly often to often, 16.4% receive inservice on release time fairly often to often, and 10.4% receive financial aid often to fairly often. The number of aides not responding to these questions ranged from 17.6% to 29.7%.

Title I program aides felt the need for a union to support their interests as follows: 17.0% feel no need, 9.9% a slight need, 22.5% a medium need, 23.6% a strong need, 18.1% a very strong need, and 8.8% did not indicate their feelings regarding a union. Thus 64.2% of Title I aides feel a medium to very strong need for a union.

Asked to indicate the importance they give to possible union negotiation of several items, Table 10.19 (n=182) represents their opinions.

Table 10.19 Title I Program Aides: Opinions on Possible Negotiating Items

Union Negotiate	Not Important	Slightly Important	Somewhat Important	Very Important	Missing Cases
Hourly Wages	3	19	42	90	28
Health Benefits	3	16	45	90	28
Hours of Employment	5	18	49	80	30
Career Ladder	7	13	43	88	31
Program Placement	10	20	52	69	31
Staff Development	8	24	53	64	33

Based on the number of persons who indicated that the potential negotiating items are very important, Title I aides place their first priority on both Hourly Wages and Health Benefits with 49.5%. The third priority is on Career Ladder opportunities 48.4% indicating this is very important; the fourth is Hours of Employment with 44.0%. Program Placement and Staff Development are the lowest priorities with 45.7% and 35.2% respectively indicating these items are very important.

INSTRUCTIONAL AIDE AND COMMUNITY AIDE
OPINION SURVEY

The Paraprofessional Organization of California is exploring the feasibility of continuing to provide instructional aides and community aides in California with comprehensive inservice programs in the area of Bilingual/Multicultural Education. The proposed training is in response to legislation under AB 507 (Bilingual Education, 1980), AB 65 (School Reform, 1977), and the Lau vs Nichols Supreme Court decision of 1974.

To obtain your input, the attached questionnaire seeks to survey your views as to what should be the services that the Paraprofessional Organization should be providing as well as what goals it should be pursuing. Your anonymous opinions will be shared with the legislature and the California State Department of Education in Sacramento who are in the process of developing regulations that will affect both instructional and community aides.

Our organization would be deeply appreciative if you would dedicate fifteen minutes of your busy day to completing this questionnaire. Should you have any questions, please contact Rosemary Cloney TELEPHONE NO.: ( )

---

* 1. In which county are you employed? _____

* 2. Are you female? ___ male? _____

* 3. Are you presently employed as

a community aide _____ an instructional aide _____

IF YOU ARE A COMMUNITY AIDE, PLEASE ANSWER ONLY THE QUESTIONS WITH AN ASTERISK* AND ALL THE QUESTIONS ON THE LAST PAGE.	IF YOU ARE AN INSTRUCTIONAL AIDE, PLEASE ANSWER ALL THE QUESTIONS ON PAGES 1 THROUGH 9, BUT NOT THE QUESTIONS ON THE LAST PAGE.

* 4. How many years have you been employed as a community aide?

0-2 yrs. _____ 3-5 yrs. _____ 6-8 yrs. _____ 9-10 yrs. _____ 11+ yrs. _____

5. How many years have you been employed as an instructional aide?

0-2 yrs. ___ 3-5 yrs. ___ 6-8 yrs. ___ 9-10 yrs. ___ 11+ yrs. ___ yrs. ___

6. In what kind of program are you employed?

Bilingual	Migrant Ed.	Title I	ESAA Deseg.	Miller Unruh	Special Ed.	SIP	Other (specify)

* 7. What is your ethnic background?

Anglo	Asian	Black	Hispanic	Other(specify)

* 8. What was the last year of schooling that you completed?

K-6	7-9	10-12	College 1-2 Yrs	College 3-4 Yrs	Completed B.A.	Completed M.A.

* 9. Are you currently enrolled in a college level teacher training program? _____
If yes, please check the kind of college that you are enrolled in.

Jr. College	Cal. State Univ.	U.C. System	Private Coll.

* 10. I would like to obtain the following credential(s):

Multiple Subjects(Elementary). . . . . _____
Multiple Subjects Bilingual Emphasis(Elementary). _____
Single Subjects(Secondary). . . . . _____
Single Subjects Bilingual Emphasis(Secondary). . _____
Bilingual Crosscultural Specialist(Post Multiple or Single Subject Credential). . . . . _____
Special Education . . . . . _____
Reading Specialist . . . . . _____
Other (specify). . . . . _____

* 11 Are you interested in becoming a teacher?

Not at all Interested	Slightly Interested	Moderately Interested	Very Interested	Extremely Interested

* 12. As a parprofessional has your district provided you with opportunities to help you obtain a teaching credential?

	Never	Seldom	Fairly Often	Often
Information about training programs				
Classes after work hours				
Release time for classes				
Financial support				

* 13. Are you aware of the financial support (ie. stipends) that is available to you if you are in a teacher training program?

Not at All	Slightly Aware	Somewhat Aware	Moderately Aware	Very Aware

14. In what level program are you employed?

Pre-school	K-3	4-6	Jr. High	High School	Other

* 15. How many hours per day do you work?

Less than 3	3 to less than 4	4 to less than 5	5 to less than 6	Exactly 6	More than 6

16. How are the plans for your activities made?

the teacher and you plan together	you plan for yourself	the teacher plans for you	resource teacher plans for you	resource teacher plans with you

17. What part of your time do you spend on clerical work such as correcting papers, putting up bulletin boards, running dittos, etc.?

None	Less than 1/4	1/4	1/2	3/4	More than 3/4

16. What part of your time do you spend giving instruction in the students' primary language (other than English)?

None	Less than 1/4	1/4	1/2	3/4	More than 3/4

17. What part of your time do you spend giving ESL instruction?

None	Less than 1/4	1/4	1/2	3/4	More than 3/4

18. What part of your time do you spend helping individual students or small groups?

None	Less than 1/4	1/4	1/2	3/4	More than 3/4

19. What part of your time do you spend doing translations of such things letters, flyers, notes, lessons, etc.?

None	Less than 1/4	1/4	1/2	3/4	More than 3/4

20. What part of your time do you spend as an interpreter for students, parents, etc.?

None	Less than 1/4	1/4	1/2	3/4	More than 3/4

* 21. Are you satisfied with your present status as an instructional/community aide?

Not at all	Slightly Satisfied	Somewhat Satisfied	Very Satisfied	Extremely Satisfied

22. How often does your district provide inservice for instructional aides in following areas:

	Never	Seldom	Fairly Often	Often	Very Often
Teaching methodologies for primary language instruction?					
Teaching methodologies for ESL?					
Teaching methodologies for content areas(social studies, science, health)?					
Discipline?					
Bilingual cross cultural philosophy?					
Clerical work such as correcting papers, running dittos?					

23. Is your presence as an instructional aide in the classroom making a difference in the instructional setting in terms of:

	No Impact	Low Impact	Medium Impact	High Impact
Students' skills				
Students' self-concept				
Teacher's effectiveness				
Community involvement				

* 24. How important is it to you to attend college?

Not at all	Somewhat Important	Moderately Important	Very Important	Extremely Important

25. Do you have the skills needed to teach in the following areas:

	No Skills	A Few Skills	Some Skills	Many Skills
Lesson Planning				
English as a Second Language (ESL)				
Language Arts in the Primary Language				
Oral Language Development				
Reading Readiness				
Reading in the Primary Language				
Reading in the Second Language				
Mathematics in the Primary Language				
Science in the Primary Language				
Multicultural Teaching Strategies				

26. What level of proficiency should an instructional aide be able to demonstrate in the following areas in order to be generally effective in the classroom?

	Limited Prof.	Basic Prof.	Proficient	Advanced Prof.	Superior Prof.
Lesson Planning					
English as a Second Language (ESL)					
Language Arts in the Primary Language					
Oral Language Development					
Reading Readiness					
Reading in the Primary Language					
Reading in English					
Mathematics in the Primary Language					
Science in the Primary Language					
Multicultural Teaching Strategies					

* 27. Are the teachers and staff at your school supportive of your work?

Not at all	Slightly Supportive	Somewhat Supportive	Usually Supportive	Always Supportive

28. Do you favor the district hiring full time instructional aides with full benefits if this means that the district will employ fewer aides than before?

Strongly Oppose	Oppose	Somewhat Favor	Favor	Strongly Favor

* 29. Do you feel a need to belong to a paraprofessional union?

Not At All	Slight Need	Medium Need	Strong Need	Very Strong Need

* 30. Would you be willing to contribute a small amount of money to operate a paraprofessional union?

Not Willing	Slightly Willing	Moderately Willing	Very Willing	Extremely Willing

* 31. What is your opinion of the following possible functions that a paraprofessional union could perform?

	Not Important	Slightly Important	Somewhat Important	Very Important
Negotiate hourly wages				
Negotiate health benefits				
Negotiate hours of employment				
Negotiate career ladder opportunities				
Negotiate program placement				
Negotiate staff development plans				
Other (please specify)				

* 32. Has the pursuit of your professional growth as an instructional or a community aide created a stressful situation in the following areas:

	Not Stressful	Slightly Stressful	Moderately Stressful	Very Stressful	Extremely Stressful
Husband-Wife Relationship					
Parent-Children Relationship					
Place of work					
Relations with the Community					
Other(please specify)					

33. What do you perceive is needed to address the linguistic and academic needs of LES/NES and underachieving students at your school site?

Thank you for your cooperation.

IF YOU ARE A COMMUNITY AIDE PLEASE GO ON TO THE NEYT PAGE.

QUESTIONS FOR COMMUNITY AIDES ONLY.

34. How often does your district provide inservice for community aides in the following areas:

	Never	Seldomly	Fairly Often	Often	Very Often
Education Code					
Rights of Students and Parents					
Basic Public Relations					
Understanding School-Community Conflict					
Understanding the Operation of Instructional Programs					
Understanding the Operations of Social Service Agencies					
Procedures for Conducting Community Meetings					
Knowledge of Community Resource					

35. As you develop further skills would you be interested in pursuing a career in:

	Not Interested	Slightly Interested	Fairly Interested	Very Interested	Extremely Interested
Education					
Counseling					
Social Work					
Public Relations					
Other (specify)					

36. What do you think is most important in building good relations between the school and the community (Please continue on the back of the page if you wish)

Thank you for your cooperation

VARIABLE LIST

Personal Characteristics

VAR01 Identification Number
VAR02 County in Which Aide is Employed
VAR03 Aide's Sex
VAR04 Type of Aide Position
VAR06 Years Employed as an Instructional Aide
VAR08 Ethnic Background (N, to be recoded)
VAR09 Years of Schooling Completed
VAR70 Stress in Marriage
VAR71 Stress in Parent-Child Relationships
VAR72 Stress in Workplace
VAR73 Stress in Community Relationships

Aspirations and Job Satisfaction

VAR10 Enrollment in Teacher Training Program
VAR11 Type of Higher Education Program in Which Aides is Enrolled
VAR12 Type of Credential in Which Interested
VAR13 Interest in Becoming a Teacher
VAR28 Job-Status Satisfaction
VAR35 Aide's Perception of Impact on Students' Skills
VAR36 Aide's Perception of Impact on Students' Self Concepts
VAR37 Aide's Perception of Impact on Teacher Effectiveness
VAR38 Aide's Perception of Impact on Community Involvement
VAR39 Importance of College Attendance

Working Situation

VAR07 Type of Program in Which Employed
VAR19 Level of Program in Which Employed
VAR20 Number of Hours Worked Daily
VAR21 Who Plans the Aide's Activities
VAR22 Fraction of Time on Clerical Work
VAR23 Fraction of Time on Primary Language Instruction
VAR24 Fraction of Time on ESL
VAR25 Fraction of Time on Individual and Small Group Instruction
VAR26 Fraction of Time Translating
VAR27 Fraction of Time Interpreting

Skills Held and Skills Needed as an Instructional Aide

Self-Assessment of Skills in		Desired Proficiency in	
VAR40	Lesson Planning	VAR50	Lesson Planning
VAR41	ESL	VAR51	ESL
VAR42	L_1 Language Arts *	VAR52	L_1 Language Arts
VAR43	Oral Language Dev.	VAR53	Oral Lang. Dev.
VAR44	Reading Readiness	VAR54	Reading Readiness
VAR45	L_1 Reading	VAR55	L_1 Reading
VAR46	English Reading	VAR56	English Reading
VAR47	L_1 Math	VAR57	L_1 Math
VAR48	L_1 Science	VAR58	L_1 Science
VAR49	Multicultural Teaching Strategies	VAR59	Multicultural Teach. Strat.

Resources and Support from School Districts

School District Provides

VAR14 Teacher Training Information
VAR15 Inservice Classes After Work
VAR16 Inservice Classes on Release Time
VAR17 Financial Support
VAR29 Primary Language Instruction Inservice
VAR30 ESL Inservice
VAR31 Primary Language Content Area Inservice
VAR32 Inservice on Discipline
VAR33 Inservice on Philosophy of Bilingual Education
VAR34 Inservice on Clerical Skills

VAR18 Aide's Awareness of Potential Financial Support
VAR60 Level of Support at School Site

Unionization

VAR61 Support for Hiring Fewer Aides, But Full Time
VAR62 Need for a Union
VAR63 Willing to Contribute Money for a Union(few responses)

Importance of the Following Possible Union Functions

VAR64 Negotiate Hourly Wages
VAR65 Negotiate Health Benefits
VAR66 Negotiate Hours of Employment
VAR67 Negotiate Career Ladder Opportunities
VAR68 Negotiate Program Placement
VAR69 Negotiate Staff Development

* L_1 is a symbol for primary language instruction